Charter Renewal Petition Submitted to the Board of Education
of the Los Angeles Unified School District
Request for Five-Year Term July 1, 2013 to June 30, 2018

CATCH High School
4120 11th Avenue
Los Angeles, CA 90008
(323) 293-3917
REFERENCE FOR THIS PETITION

Crenshaw Arts/Tech Charter High (also referred to herein as, “CATCH” and “Charter School”) submits this petition to the Los Angeles City Board of Education of the Los Angeles Unified School District for charter approval as its sponsoring district. In accordance with Education Code section 47605 (h), “In reviewing petitions for the establishment of charter schools within the school district, the school district governing board shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences for pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the State Department of Education under Section 54032.” As set forth in this charter petition, CATCH will offer a comprehensive learning experience that is designed to serve the needs of such students. Accordingly, this charter is entitled to preference in the review and approval process.
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Affirmations and Assurances

CATCH shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the Charter School or any employee to work at the Charter School.
- In accordance with Education Code Section 47605(d)(3), if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
Element 1: Educational Program

The address of the Charter School is 4120 11th Avenue, Los Angeles, CA 90008. The phone number of the Charter School is (323) 293-3917. The contact person for the Charter School is Patricia D. Smith.

The term of this charter shall be from July 1, 2013 to June 30, 2018.

The grade configuration is 9-12. The number of students in the first year will be 276. The grade level(s) of the students the first year will be 9-12. The scheduled opening date of the Charter School is August 12, 2013.

The admission requirements include: Admission to CATCH is on a first-come, first-served basis. If the number of students applying for admission exceeds capacity of CATCH, attendance, except for existing students of the charter school, will be determined by a public random drawing. Additional information provided in Element 8. The current enrollment capacity is 300 and is projected to be at 600 by the end of the charter renewal term. Under Proposition 39, CATCH currently occupies eleven classrooms and a central office at Audubon Middle School. Plans for charter enrollment growth include direct feeds from Audubon Middle School (shared co-location school), the continuation of our Summer Bridge Program that has attracted significant numbers of middle school students in years past, growth of classes offered under the Arts and Technology component of our instructional program, use of the available physical space on the campus of our co-location, and the addition of two highly qualified teachers every year of the charter renewal term. Under Proposition 39, CATCH will have the ability to gradually increase instructional space for up to 600 students and at that time will request the nine additional rooms needed to accommodate the enrollment projected by the end of the charter renewal term. Increased recruitment efforts in resident middle schools will include the following strategies:

- The development and distribution of promotional and informational material (i.e. school brochures, flyers, newsletters, school magazine, and a website) to public entities that includes libraries, local supermarkets, and community organizations. Material will also be available in Spanish.
- Advertisements to local media such as 102.3 KJLH, and 105.5 KBUE.
- Hosting open houses, orientations, and school tours for community groups, neighborhood organizations, and when possible, social service providers.
- Outreach meetings at local and nearby churches (including Spanish speaking churches).

CATCH believes that its strategies for enrollment growth during the charter renewal term will allow us to meet expected enrollment targets. (Enrollment capacity is defined as all
students who are enrolled in Charter School regardless of student’s residency and a capacity of 300 is consistent with the projected ADA enrollment.)

Table 1: Enrollment Targets for Charter Renewal Term

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Projected Enrollment</th>
<th>Enrollment Growth By</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>300</td>
<td>-</td>
</tr>
<tr>
<td>2014-15</td>
<td>375</td>
<td>+75</td>
</tr>
<tr>
<td>2015-16</td>
<td>400</td>
<td>+75</td>
</tr>
<tr>
<td>2016-17</td>
<td>525</td>
<td>+75</td>
</tr>
<tr>
<td>2017-18</td>
<td>600</td>
<td>+75</td>
</tr>
<tr>
<td>Total</td>
<td>600</td>
<td>+300</td>
</tr>
</tbody>
</table>

The instructional calendar will be:

Table 2: Instructional Calendar

<table>
<thead>
<tr>
<th>CALENDAR DATE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 12, 2013</td>
<td>First Day of Instruction</td>
</tr>
<tr>
<td>September 2, 2013</td>
<td>Labor Day – No School</td>
</tr>
<tr>
<td>November 11, 2013</td>
<td>Veteran’s Day – No School</td>
</tr>
<tr>
<td>November 21-22, 2013</td>
<td>Thanksgiving Holiday – No School</td>
</tr>
<tr>
<td>December 16, 2013-January 3, 2014</td>
<td>Winter Recess</td>
</tr>
<tr>
<td>January 20, 2014</td>
<td>Dr. Martin L. King Jr.’s Birthday – No School</td>
</tr>
<tr>
<td>February 17, 2014</td>
<td>President’s Day – No School</td>
</tr>
<tr>
<td>April 14-18, 2014</td>
<td>Spring Recess</td>
</tr>
<tr>
<td>April 21, 2014</td>
<td>Cesar Chavez Birthday – No School</td>
</tr>
<tr>
<td>May 26, 2014</td>
<td>Memorial Day – No School</td>
</tr>
<tr>
<td>May 30, 2014</td>
<td>Last Day of Instruction</td>
</tr>
</tbody>
</table>
The bell schedule for the Charter School will be:

**Table 3: Regular Day Bell Schedule (Monday, Tuesday, Thursday, Friday)**

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>HOUR</th>
<th>MINUTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>7:40 a.m. - 8:35 a.m.</td>
<td>55</td>
</tr>
<tr>
<td>Period 2</td>
<td>8:40 a.m. - 9:35 a.m.</td>
<td>55</td>
</tr>
<tr>
<td>Nutrition</td>
<td>9:35 a.m. - 9:55 a.m.</td>
<td>20</td>
</tr>
<tr>
<td>Period 3</td>
<td>10:00 a.m. - 10:55 a.m.</td>
<td>55</td>
</tr>
<tr>
<td>Period 4</td>
<td>11:00 a.m. - 11:55 p.m.</td>
<td>55</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:55 p.m. - 12:25 p.m.</td>
<td>30</td>
</tr>
<tr>
<td>Period 5</td>
<td>12:30 p.m. - 1:25 p.m.</td>
<td>55</td>
</tr>
<tr>
<td>Period 6</td>
<td>1:30 p.m. - 2:25 p.m.</td>
<td>55</td>
</tr>
<tr>
<td>Period 7</td>
<td>2:30 p.m. - 3:45 p.m.</td>
<td>75</td>
</tr>
<tr>
<td>Period 8</td>
<td>3:50 p.m. - 4:50 p.m.</td>
<td>60</td>
</tr>
<tr>
<td>Period 9</td>
<td>4:55 p.m. - 5:55 p.m.</td>
<td>60</td>
</tr>
</tbody>
</table>

**Table 4: Minimum Day Bell Schedule (Every Wednesday)**

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>HOUR</th>
<th>MINUTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>School wide Assembly</td>
<td>7:45 a.m. - 8:10 a.m.</td>
<td>30</td>
</tr>
<tr>
<td>Period 1</td>
<td>8:15 a.m. - 8:55 a.m.</td>
<td>40</td>
</tr>
<tr>
<td>Period 2</td>
<td>9:00 a.m. - 9:40 a.m.</td>
<td>40</td>
</tr>
<tr>
<td>Period 3</td>
<td>9:45 a.m. - 10:25 a.m.</td>
<td>40</td>
</tr>
<tr>
<td>Nutrition</td>
<td>10:25 a.m. - 10:45 a.m.</td>
<td>15</td>
</tr>
<tr>
<td>Period 4</td>
<td>10:50 a.m. - 11:30 a.m.</td>
<td>40</td>
</tr>
<tr>
<td>Period 5</td>
<td>11:35 a.m. - 12:15 p.m.</td>
<td>40</td>
</tr>
<tr>
<td>Period 6</td>
<td>12:20 p.m. - 1:00 p.m.</td>
<td>40</td>
</tr>
<tr>
<td>Professional Development</td>
<td>1:45 p.m. - 3:45 p.m.</td>
<td>120</td>
</tr>
</tbody>
</table>

If space is available, traveling students will have the option to attend.

**Mission Statement**

Our mission is to provide under-achieving, low socio-economic youth with an education that fosters critical thinking and the development of his or her artistic talents, interests, and learning ability. We believe our primary responsibility is to develop a learning environment that incorporates the arts, technology, and real life experiences so that our students will thus gain a practical purpose for their education. The foundation of our program is to educate our youth through inclusive partnerships between students, teachers, and parents. This approach addresses students as living, spiritual, active members of the community giving them a place to prepare to contribute a part of themselves to society at large.

**Vision Statement**

Our vision is that every student who attends CATCH will be successful, adjust, and excel despite the realities of their lives. As a community, we are dedicated to the empowerment of our inner-city youth by functioning as extensions of the family. By engendering self-motivation and critical thinking united with participation and creativity,
we can impart important skills that help to unlock academic achievement and the ability to function in today’s society. Our vision is to create a community which values, encourages, and insists upon its members’ active participation in the education of its youth. We invite all that care to share in this vision for our children to become partners in this educational process.

**Who CATCH is Attempting to Educate**
CATCH serves and will continue to serve as an alternative choice in public education for underachieving, low socio-economic, inner-city students of the South Los Angeles Crenshaw District. Demographically, the Crenshaw District is home to the largest concentration of African American residents in all of Los Angeles County. CATCH is proud that our student population is reflective of the community in which our school is located. The school serves 267 students: 94% African American, 5% Latino and 1% Asian. For the co-location at Audubon Middle School we have a projected ADA of 276 students for the 2013-2014 academic year.

The designated home-schools for CATCH students would typically be Crenshaw Senior High School, Washington Preparatory High School, or Susan Miller Dorsey High School. Often, because of size, personal attention and individualized instruction are not available from these public schools. CATCH, on the other hand – with an average student-teacher ratio of 20:1 – provides a small, intimate learning environment, a family-like atmosphere, and consistent academic reinforcement and motivation, advantages which students are not likely to have in larger schools with higher teacher-student ratios.

CATCH recognizes that a safe learning environment is vital to students who reside in the Crenshaw District Community. The scourge of unaddressed social problems – including but not limited to crime, violence, and drugs – significantly impacts and imperils every student at CATCH. The Citywide Gang Activity Reduction Strategy: Phase III Report states that “many of these children do not play in their front yards, do not go to the library, do not go to the park, and too often, do not go to school because they are afraid” (Citywide Gang Activity Reduction Strategy 2007). CAL/GANG, a statewide database maintained by the California Department of Justice lists the presence of 463 gangs or approximately 39,032 members in the city of Los Angeles, which translates to an overwhelming presence of fear (www.lacp.org 2005). Poverty, too, has a profoundly negative impact. A large portion of our students are living in households with incomes well below the poverty level – either in the foster-care system, or in matriarchal, single-parent households. According to the Mapping L.A., the L.A. Times resource for crime, neighborhoods, demographics and schools in Los Angeles County, single parent household rates range from 22%-34% in neighborhoods where our students reside (Mapping L.A. 2013). And an astoundingly high 96.3 % (CDE) of CATCH student qualify for the Free/Reduced Meals Program. The percentage of students who qualify for the Free/Reduced Meals Program in surrounding schools are 93.6 % for Crenshaw High School, 71% for Susan Miller Dorsey High School, 89.4% for Manual Arts High School, and 86.6% for Washington Prep High School. We see, daily, that poverty itself adversely
affects our students personally, socially, and academically. Economically disadvantaged and non-traditional families struggle to provide a supportive environment in which students feel emotionally secure and stable. Our students need positive support from their families as it “is widely regarded as critical to children in terms of positive developmental outcomes” (Daly 2008). Some families simply don’t know how to provide this environment. At CATCH, we counsel many students who experience feelings of abandonment and/or shame, and who have difficulty establishing trusting relationships because of their home and personal situations. This close attention we provide to non-academic, social, and emotional problems stemming from poverty is often not available in large, public schools.

Considering the dismal urban realities of crime and poverty, CATCH recognizes the urgent need to continue providing a small, uniquely personalized, quality educational program that utilizes innovative and research-based instructional practices, while staying closely attuned to the social and economic issues that often become barriers to a student’s attitude toward – and capacity for – learning. Our educational process at CATCH enables and encourages each student, regardless of his or her home environment, to discover and reach his or her own potential, recognize his or her own value and worth, and actively practice social responsibility.

Other Characteristics of the Target Population
CATCH serves a student population characterized as greatly “at-risk.” Overwhelmingly, students matriculating into CATCH are performing well-below grade level in multiple subjects, specifically in reading and Mathematics. Historically, students matriculating into CATCH have not previously been able to meet grade-level expectations in reading and Mathematics, either in middle school or in their local, public high school. Moreover, students are generally credit-deficient; unaware of their academic standing or graduation requirements; and without short and long-term personal or academic goals.

Against these odds, CATCH accomplishes the challenging task of bringing these students up to grade level, by engaging them in visioning their own, successful futures. High expectations are set for all students enrolling at CATCH: that they will become college/university bound or career ready. So that our students can meet this expectation, we place them on a carefully planned track toward earning their high school diploma. Additionally, unlike other, less personalized schools, we continue our active involvement by guiding them further… by mentoring them as they explore college options, and pursue the enrollment process. At CATCH, we provide access to workshops on how to write personal statements for schools within the UC system and private institutions (both in and out of state), Historically Black Colleges and Universities and scholarships. The College and Career Counselor along with other CATCH faculty facilitate college application workshops for the UC system and the Cal State system as well as other institutions as needed. CATCH also hosts FAFSA workshops from a variety of organizations, including Reaching All Youth and the Youth Policy Institute. The at risk students we serve are highly unlikely, in most cases, to be getting this level of encouragement or practical help
at home, regarding critical information on higher education and the college application process. But in cases where parents or caregivers express a desire to be actively involved, we are always happy to work with them – to educate them and help them support their children’s dreams and opportunities.

Because social and educational opportunities at home or in their neighborhoods are rare, too dangerous, or nonexistent for our at-risk students (Riles, 2009; Citywide Gang Activity Reduction Strategy 2007), CATCH has implemented an extended-day program that allows students to enrich their educational and social experiences in a safe, nurturing, stimulating environment of the place they have grown to trust. The school serves as a safe haven for our student population, where they can choose to spend all day, if they wish to. Our doors are open from 7:00 a.m. to 7:00 p.m., providing additional learning opportunities such as field trips, cultural exposure, and college and university visitations. Students can also enroll in arts and technology courses, offered during the school day. For additional credits, students enroll in after school classes where they receive daily, free, healthy snacks to sustain them.

In the pursuit of educating and caring for the whole child, we always consider not only the academic needs, but also the physical and psychological needs of the child, as soon as he/she enters our campus in grade nine (or other), until – and beyond – the moment he/she receives the congratulatory, graduation handshake in grade twelve.

As noted, the large majority of CATCH students are African American; and, as suggested in Kareem Abdul-Jabbar’s book, What Color is My World (2012), CATCH agrees that “the vast majority of African American children have lost touch with the struggles of their forebears, and instead, only recognize and identify with the African American urban culture of today, heavily influenced by Hip Hop, Rap, R&B and Pop music.” As a counter to this critical observation of our times, CATCH strives to broaden the worldview of our students, by providing them a social perspective within a historical framework that underscores the significance of the African American struggle, throughout history and in modern America, so they can appreciate, respect, and build on the efforts of their forefathers/mothers.

We want CATCH students to embrace the totality of their heritage, to understand the struggles of their own parents and grandparents, and to see themselves as equal and valued members of American and world society, able to go anywhere and do anything they can dream of. We believe that if our students understand and respect their place in history, they will see that there is more to their heritage and their “present” than is portrayed in hip-hop music and popular entertainment icons. We expect that by connecting with their history, our students will feel empowered to succeed, not only at CATCH, but also in higher education, in their communities, and beyond.
Demographics
While LAUSD is comprised of a predominantly Hispanic or Latino student population, the majority of CATCH students are African American. This reflects the population of the Crenshaw District community and is similar to the enrollment of the school our students would otherwise attend, Crenshaw Senior High School. It should be noted that CATCH is located within the Leimert Park community while Crenshaw Senior High School is located just south in Hyde Park. According to the Los Angeles Times Data Desk, the demographics of these communities are significantly different; these demographic differences and the concomitant student populations of nearby schools are summarized in Table 5.

Table 5: Enrollment and Neighborhood Demographic Data for CATCH and Comparison District Schools

<table>
<thead>
<tr>
<th>School</th>
<th>African Americans Enrolled</th>
<th>African Americans in Immediate Neighborhood</th>
<th>Latinos Enrolled</th>
<th>Latinos in Immediate Neighborhood</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATCH High</td>
<td>87.3 %</td>
<td>79.6 %</td>
<td>7.4 %</td>
<td>11.4 %</td>
</tr>
<tr>
<td>Audubon Middle School</td>
<td>62.2%</td>
<td>67%</td>
<td>34.7%</td>
<td>24%</td>
</tr>
<tr>
<td>Crenshaw High</td>
<td>68.5%</td>
<td>71.3%</td>
<td>29%</td>
<td>17.3%</td>
</tr>
<tr>
<td>Dorsey High</td>
<td>53.8%</td>
<td>56.2%</td>
<td>49%</td>
<td>37.6%</td>
</tr>
<tr>
<td>Washington High</td>
<td>51.8%</td>
<td>57.5%</td>
<td>43.2%</td>
<td>39.3%</td>
</tr>
<tr>
<td>Manual Arts High</td>
<td>17.8%</td>
<td>38.8%</td>
<td>78.5%</td>
<td>60.5%</td>
</tr>
</tbody>
</table>

*Source: Enrollment data provided by the California Department of Education. Neighborhood demographics provided by the Los Angeles Times’ Data Desk.

Tables 6 and 7 below reflect a breakdown of the student populations for CATCH and Crenshaw Senior High School by ethnicity. Interestingly, although co-located at Audubon Middle School, the student population at CATCH is significantly different from that at Audubon. As Audubon’s gifted magnet program has continued to thrive, students from the surrounding neighborhoods have increasingly become a part of the student population at Audubon.

As the student population at CATCH continues to grow, recruitment efforts will be focused on creating a racial and ethnic balance reflective of our community. These recruitment efforts include advertising on local radio stations and Spanish-language newspapers, distributing CATCH promotional and informational materials to nearby public entities in both English and Spanish, organizing outreach meetings at English and Spanish-speaking churches, and by inviting the surrounding communities to our High School Fair, which is held during the summer.

Table 6: 2011-12 Populations for CATCH by Ethnicity
<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th>POPULATION</th>
<th>% OF POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>235</td>
<td>87.4%</td>
</tr>
<tr>
<td>American or Alaska Native*</td>
<td>1</td>
<td>Less than 1%</td>
</tr>
<tr>
<td>Asian*</td>
<td>1</td>
<td>Less than 1%</td>
</tr>
<tr>
<td>Filipino*</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>20</td>
<td>7.4%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>9</td>
<td>3.3%</td>
</tr>
<tr>
<td>Pacific Islander*</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Two or More Races*</td>
<td>1</td>
<td>Less than 1%</td>
</tr>
<tr>
<td>White*</td>
<td>2</td>
<td>Less than 1%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>269</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Not Hispanic
Source: California Department of Education, Educational Demographics Unit

Table 7: 2011-12 Populations for Crenshaw Senior High School by Ethnicity

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th>POPULATION</th>
<th>% OF POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>1005</td>
<td>68.6%</td>
</tr>
<tr>
<td>American or Alaska Native*</td>
<td>5</td>
<td>Less than 1%</td>
</tr>
<tr>
<td>Asian*</td>
<td>3</td>
<td>Less than 1%</td>
</tr>
<tr>
<td>Filipino*</td>
<td>4</td>
<td>Less than 1%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>428</td>
<td>29%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>2</td>
<td>Less than 1%</td>
</tr>
<tr>
<td>Pacific Islander*</td>
<td>1</td>
<td>Less than 1%</td>
</tr>
<tr>
<td>Two or More Races*</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>White*</td>
<td>18</td>
<td>1.2%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,466</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Not Hispanic
Source: California Department of Education, Educational Demographics Unit

**Academic Achievement Data**

The instructional program offered at CATCH continues to thrive because of a strong collaborative network of skilled and dedicated teachers who work to meet the needs of every child at all times. CATCH teachers, supported Authentic Learning for the 21st Century by a leadership team that provides accurate, comprehensive, performance-based data regarding effective instructional strategies for delivering and maintaining academic excellence, CATCH teachers use CATCH-CLASS™ to deliver their learned strategies. Evidence of this effectiveness is supported by our 136-point API growth over the past five years (See Tables 8-12) – an achievement barometer that shows how we have significantly outperformed our neighboring comprehensive high schools. In order to do this, we must continue to prioritize best instructional practices and effective teaching methods.
### Table 8: 2008-2009 API Score Rankings by School Performance

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>2008 BASE API</th>
<th>MET GROWTH TARGET</th>
<th>2008-09 GROWTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATCH</td>
<td>565</td>
<td>Yes</td>
<td>77</td>
</tr>
<tr>
<td>Crenshaw HS</td>
<td>No Data Calculated</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Susan Miller Dorsey HS</td>
<td>545</td>
<td>Yes</td>
<td>28</td>
</tr>
<tr>
<td>John C. Fremont HS</td>
<td>516</td>
<td>No</td>
<td>9</td>
</tr>
<tr>
<td>Manual Arts HS</td>
<td>No Data Calculated</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Washington Prep HS</td>
<td>No Data Calculated</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Source: California Department of Education, Educational Demographics Unit

### Table 9: 2009-2010 API Score Rankings by School Performance

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>2009 BASE API</th>
<th>MET GROWTH TARGET</th>
<th>2009-10 GROWTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATCH</td>
<td>642</td>
<td>Yes</td>
<td>77</td>
</tr>
<tr>
<td>Crenshaw HS</td>
<td>546</td>
<td>Yes</td>
<td>21</td>
</tr>
<tr>
<td>Susan Miller Dorsey HS</td>
<td>572</td>
<td>No</td>
<td>-1</td>
</tr>
<tr>
<td>John C. Fremont HS</td>
<td>524</td>
<td>Yes</td>
<td>28</td>
</tr>
<tr>
<td>Manual Arts HS</td>
<td>536</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>Washington Prep HS</td>
<td>516</td>
<td>Yes</td>
<td>30</td>
</tr>
</tbody>
</table>

Source: California Department of Education, Educational Demographics Unit

### Table 10: 2010-2011 API Score Rankings by School Performance

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>2010 BASE API</th>
<th>MET GROWTH TARGET</th>
<th>2010-11 GROWTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATCH</td>
<td>717</td>
<td>No</td>
<td>-36</td>
</tr>
<tr>
<td>Crenshaw HS</td>
<td>565</td>
<td>No</td>
<td>-9</td>
</tr>
<tr>
<td>Susan Miller Dorsey HS</td>
<td>579</td>
<td>Yes</td>
<td>16</td>
</tr>
<tr>
<td>John C. Fremont HS</td>
<td>551</td>
<td>Yes</td>
<td>21</td>
</tr>
<tr>
<td>Manual Arts HS</td>
<td>542</td>
<td>Yes</td>
<td>33</td>
</tr>
<tr>
<td>Washington Prep HS</td>
<td>549</td>
<td>Yes</td>
<td>3</td>
</tr>
</tbody>
</table>

Source: California Department of Education, Educational Demographics Unit

### Table 11: 2011-2012 API Score Rankings by School Performance
<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>2011 BASE API</th>
<th>MET GROWTH TARGET</th>
<th>2011-12 GROWTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATCH</td>
<td>679</td>
<td>Yes</td>
<td>22</td>
</tr>
<tr>
<td>Crenshaw HS</td>
<td>556</td>
<td>Yes</td>
<td>15</td>
</tr>
<tr>
<td>Susan Miller Dorsey HS</td>
<td>596</td>
<td>Yes</td>
<td>28</td>
</tr>
<tr>
<td>John C. Fremont HS</td>
<td>576</td>
<td>No</td>
<td>10</td>
</tr>
<tr>
<td>Manual Arts HS</td>
<td>572</td>
<td>Yes</td>
<td>21</td>
</tr>
<tr>
<td>Washington Prep HS</td>
<td>551</td>
<td>Yes</td>
<td>27</td>
</tr>
</tbody>
</table>

Source: California Department of Education, Educational Demographics Unit

Table 12: 2012-2013 API Score Rankings by School Performance

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>2012 BASE API</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATCH</td>
<td>701</td>
</tr>
<tr>
<td>Crenshaw HS</td>
<td>556</td>
</tr>
<tr>
<td>Susan Miller Dorsey HS</td>
<td>596</td>
</tr>
<tr>
<td>John C. Fremont HS</td>
<td>576</td>
</tr>
<tr>
<td>Manual Arts HS</td>
<td>572</td>
</tr>
<tr>
<td>Washington Prep HS</td>
<td>551</td>
</tr>
</tbody>
</table>

Source: California Department of Education, Educational Demographics Unit

The Educated Person in the 21st Century

Educated individuals in the 21st century understand those different from themselves, are critical thinkers and effective communicators, have awareness of what it is to be a responsible global citizen, and demonstrate academic proficiency through real life applications. An educated person understands that critical thinking leads to opportunity, talents can be turned into skill, and all human beings are equal and important. The CATCH environment is one of non-competitive learning, wherein students are held accountable for their own actions, are expected to embrace cultural differences, demonstrate positive interactions with others, and utilize conflict resolution strategies.

The CATCH core curriculum will develop a foundation of basic skills and higher-order thinking based on Bloom’s Taxonomy; it will be simultaneously rigorous and relevant to students. The educational program emphasizes interdisciplinary thinking across subject areas. This will require a rich mix of instructional techniques and technological experiences tailored to individual student needs. The CATCH definition of an educated person will include the character, knowledge and skills expected of students who graduate from the program. These attributes, which are listed below, will be drawn from the Expected Schoolwide Learning Results (ESLRs).

Effective Communicators
• Demonstrate oral and literacy skills through reading, writing, and speaking in standard English
• Listen actively, speak persuasively, read critically and write clearly
• Organize and convey information and ideas
• Express ideas and emotions creatively through alternative modes of expression
• Apply computational, computer, and technological skills to create and produce documents, reports, research papers, and presentations
• Work well with others, with a willingness to step outside one’s comfort zone to learn from both teachers and peers

Critical, Independent Thinkers
• Think, reason, probe issues in-depth, see connections across traditional disciplines
• Use complex critical thinking skills to solve real-life problems and make decisions
• Form conclusions based on relevant facts and/or evidence
• Articulate ideas to varied audiences
• Recognize and solve problems logically and draw reasoned conclusions
• Organize, gather, analyze, synthesize, and integrate data from multiple disciplines and various sources
• Demonstrate and apply mathematical skills

Self-Directed Learners
• Separate fact from opinion
• Understand the connection of academics to real life
• Demonstrate academic proficiency
• Investigate post-secondary school opportunities
• Explore possible career choices by setting priorities and achievable goals
• Use technology to access and apply information
• Work collaboratively with others
• Possess organizational skills
• Seek information from individuals with expertise
• Understand learning as a lifelong process that extends beyond the classroom

Responsible Citizens
• Accept responsibility for behavior and choices
• Develop cultural awareness, thereby respecting and embracing individual and cultural differences
• Manage time effectively
• Demonstrate an understanding of the foundations and practices of our democracy and the free enterprise system
• Recognize our country’s role in the global community
• Contribute time and talent to improve the quality of life in school and the community
• Demonstrate skills in resolving conflicts through positive interaction and self-control

How Learning Best Occurs
Learning best occurs when the content and context are meaningful to students. CATCH students will be active participants in the learning process. Students have an age-appropriate role in establishing the school values, climate, and program. They will also have periodic opportunities to evaluate the instructional delivery system. Students will learn that progress is made through exploration and by learning from mistakes. As such, CATCH will guide students through a process of trial and error in order to encourage innovation. Through student-centered and teacher-facilitated instruction, students will learn how to think critically, scientifically, historically, mathematically, artistically, and ethically. As Marilyn Lombardi writes in her publication, Authentic Learning for the 21st Century, “Students say they are motivated by solving real-world problems…they often express a preference for doing rather than listening…thanks to the emergence of a new set of technological tools, we offer students a more authentic learning experience…learners are able to gain a deeper sense of discipline as a special ‘culture’ shaped by specific ways of seeing and interpreting the world.” In other words, CATCH will provide its students with the ability to tackle real world problems facing their generation. Authentic learning is the process whereby students take ownership of their learning through the use of the aforementioned tools. Students create and evaluate with these tools resulting in the type of thinking that we advocate. For example, students in English classes could write responses to a prompt in a discussion forum, using provided iPads or a History class that prompts students to create a Facebook page for a historical figure. CATCH is not simply attempting to educate. Rather, as Lombardi would say, CATCH is “going beyond content, bring[ing] into play multiple disciplines, multiple perspectives, ways of working, habits of mind and community.”

CATCH believes that a school should create a dynamic learning community by embodying best practices of teaching and learning in a non-competitive manner. Furthermore, CATCH supports individuals to discover their own potential, recognize their own value and worth, and practice responsibility to the community. CATCH recognizes that students should demonstrate their knowledge through the use of talents aligned to their individual intellects and learning styles. As Thomas R. Hoerr explains in Becoming a Multiple Intelligences School, “a student-centered model in which curriculum is often modified to fit the students…allows students to use their strengths to demonstrate what they have learned.” To this end, CATCH will use our knowledge of student multiple intelligences to guide instructional design and delivery. This will occur through data attained from diagnostics at the beginning of the school year, STAR reports, and informal teacher assessments such as projects that highlight various learning styles. This data helps us make the appropriate changes to our curriculum maps and lesson
plans. Students at CATCH will be expected to utilize core values as means to learn which include, but are not limited to, the following:

**Appreciate Knowledge:** Recognize that knowledge is worth pursuing for its own sake, is the key to problem solving, and usually takes personal effort to acquire.

**Acquire Lifelong Skills:** Demonstrate acquisition of the necessary academic (spoken and written communication, reading, computation, technology, critical thinking), and life skills (relationship development/maintenance, conflict resolution, problem solving, decision-making).

**Develop a Positive Attitude:** Demonstrate good will and a supportive attitude toward others and toward the outcome of their endeavors and show school spirit and community pride as a statement of belonging to something larger than themselves.

**Love Learning:** Embrace the learning process as a treasured privilege to be practiced throughout life.

**Embrace Leadership:** Ensure that the rights of the under-represented are primary, whether in school or in the community; willingly engage in collaborative projects; enthusiastically participate in school life, whether academic or non-academic, and demonstrate responsibility and maturity in adhering to school behavior guidelines, realizing that positive discipline is an asset in learning and in life.

**Engage in Service to School, Family and Community:** Participate collaboratively in a comprehensive program of school-sponsored service opportunities as a means of developing a caring and compassionate spirit and making a positive difference in the school, family, and community life.

**Respect the Dignity of All Others:** Adhere to the highest ethical standards in dealing with others, recognizing that all persons are equal; and avoid behaviors that discriminate against others, such as belittling, teasing, and harassing.

**Goals for Enabling Pupils to Become and Remain Self-Motivated, Competent, Life-Long Learners**

- Provide opportunities for students to experience successful academic achievement in traditional disciplines, visual/performing arts, and technology
- Offer opportunities for students to explore their interests via hands-on experiences, field trips, and excursions
- Establish mentoring relationships among staff, students, and the community
- Encourage student accountability in the academic process
- Match student interests with project-based initiatives
A Typical Day at CATCH

A Typical Day at CATCH – What a Visitor Should Expect to See When the School’s Vision is Being Fully Implemented

A Day in the Life at CATCH
Written by: Evan Harvey

CATCH is co-located on the East side of the Audubon Middle School campus, in the historic Leimert Park Community, where 9th, Creed, and Stocker Avenues converge. CATCH is a beautiful, gated, and inviting campus, and is well-known as a safe haven for my schoolmates and me. CATCH prides itself on maintaining a safe and clean campus. Visitors and passersby always notice that the grounds are well-manicured and litter-free. Inside the campus, potted plants surround the well-shaded eating and resting area dotted with blue lunch benches. CATCH banners and signs identify studios and other areas, for students and visitors new to the campus. Our slogan banner, “Where Everybody can be Anybody” hangs proudly, as a daily reminder of this truth for students.

On a typical day, our administrators and teachers are the first to arrive. They enter campus through the parking lot, early, to ensure they are punctual and prepared for school business and daily instruction. We students enter the gates around 7:00 a.m., and are respectfully welcomed with an uplifting and refreshing greeting from an authoritative-yet-cordial security guard: “Good morning, my queen,” or “Good morning, my brother,” is the greeting we receive, to guarantee we start our day optimistically. Some of us walk or skateboard to school; some of us are driven by a family member, friend, or schoolmates. A few ride bicycles. But a large number of my peers use public transportation. All visitors are greeted respectfully and appropriately directed or escorted to the office.

Entering school in the morning, we are greeted and often have an opportunity to interact with the school principal, one of the directors, or some of our friendly teachers. In this same area, we are able to greet our friends and/or study, prior to first period instruction. Because CATCH is a small school, all of us assemble in the same general area, which gives us many opportunities to get to know and interact with one another. Friends greet each other with high-fives, hugs, and smiles. You can readily see that if one of us comes without a smile, soon a group of friends surrounds him or her to give support for the day.

When the bell sounds, we hurry to class. Our teachers always stand outside the classroom, to greet us as we enter. Teachers begin first period instruction by reading the day’s standards and objectives. Once that is completed, we take out a textbook and prepare for the lesson. When you visit, you will notice students engaged in lessons that incorporate various instructional methods addressing different learning styles. In class, we have an opportunity to work cooperatively, present orally, complete written assessments, work on individual projects, read, or help other students. The teacher
instructs the class to address the day’s objective and standard in a way that motivates us to pay attention. Teachers use chalkboards, overhead projectors, digital projectors, iPads and other media in their instruction. A computer lab is also made readily available for use by an entire class during any period of the day.

Our classrooms are inviting, colorful and purposeful. In each classroom we see college preparatory information to guide us. Our good-work papers are posted with comments to let us know how we did or how we can improve; we are exposed to artworks in various forms, sometimes our own; and there is always a variety of ways to show what we are currently doing and learning. Each class, throughout the day, has some sort of warm-up activity that we are expected to carry out immediately upon reaching our desks. When we are finished with our warm up, the teacher discusses with us the day’s learning objectives and states the standard(s) that will be covered that day. Then we are expected to complete an activity that is tied to the warm up. Usually, the teacher checks our understanding of the activity. At the closing of the class, the teacher provides us with an opportunity to demonstrate our learning. It’s easy to know what will happen in class since all of our activities, including that night’s homework, learning objective and standard are written on the board under the “agenda” heading. Instructional time is never lost while the teacher takes roll. Second period progresses much like first period. At its end, nutrition begins.

During nutrition, we congregate in the eating area, where security and administrators are present and interacting with us. No carbonated drinks, or unhealthy foods are available on campus. Lunch is served, following fourth period. We are offered a variety of Subway sandwiches, fruit, juice, milk, water, or other healthy meal choices. Administrators, security guards, and (at least) two teachers are always on yard duty to supervise our lunch period. Students with similar interests all interact. The step team claps and stomps to create a beat. Senior Class members sit in a huddle, to plan and discuss their upcoming programs and events or their pre-college preparation activities. Also in a huddle, the rappers ‘spit the latest rhyme ‘or wait for their turn. Guitarists sit, lightly strumming chords in a small group; our lunch breaks are full of variety, and lots of fun.

And then we get on with our studies. Seventh period leads us to CATCH-CLASS™, our tutorial/test prep class that is taught by CATCH teachers, and supported by two teacher assistants who have math degrees for the Math Prep classes. CATCH-CLASS™ provides enough flexibility to ensure that all CATCH students are receiving a variety of services to meet their academic and other needs, including academic credits. Activities are related to and include homework assistance, test preparation, current events, and character building. We only prepare outside of class for CAHSEE, CST, and SAT preparation classes. During the first twenty minutes of the period, we are given time to complete homework assignments and review class material for the next school day. Then, for the remaining fifty minutes of the period, we develop systems for reviewing class material and preparing for examinations, like benchmarks, CAHSEE, and CST’s. In addition, this class is designed to give us feelings of family, belonging, and security – as well as to
provide time for remedial learning for those who need it, and very importantly, the development of test-taking strategy skills.

At the end of the school day, a large number of students remain for extended-day classes, where program offerings include dance, fashion design, graphic design, filmmaking, photography, step, and math tutoring. We get to choose the classes that we want to take at the beginning of each semester.

Extended day ends at 6:00 p.m., but the campus remains open until 7:00 p.m., or until the last student leaves. The janitor is present, maintaining the cleanliness of the building and grounds. CATCH closes down for another day, and it is prepared to welcome all its students for a productive and successful new day.

**Bell Schedules**
Notwithstanding any other provision of law and as a condition of apportionment, CATCH will, for each fiscal year, offer at a minimum the following number of minutes of instruction for its pupils in grades 9 to 12: 64,800 minutes or 16,200 minutes per grade level. EC sections 47612.5 and 46201 (a)(3).
### Table 13: CATCH Master Schedule by Grade Level

<table>
<thead>
<tr>
<th>Period</th>
<th>Subject</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
<th>Hour</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English</td>
<td>English 9A/B</td>
<td>English 10A/B</td>
<td>American Literature or Contemporary Composition or AP English Language</td>
<td>Contemporary Composition or Advanced Composition or Creative Writing</td>
<td>7:40 a.m. - 8:35 a.m.</td>
<td>55</td>
</tr>
<tr>
<td>2</td>
<td>Mathematics</td>
<td>Algebra 1A/B</td>
<td>Geometry A/B</td>
<td>Algebra 2A/B</td>
<td>Math Analysis A/B</td>
<td>8:40 a.m. - 9:35 a.m.</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>Nutrition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9:35 a.m. - 10:05 a.m.</td>
</tr>
<tr>
<td>3</td>
<td>History/Social Sciences</td>
<td>Modern World History A/B or AP World History A/B</td>
<td>U.S. History A/B or AP U.S. History A/B</td>
<td>Economics or Principles of American Democracy or AP Comparative Government &amp; Politics</td>
<td>10:00 a.m. - 10:55 a.m.</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Science</td>
<td>Biology A/B</td>
<td>Chemistry A/B</td>
<td>Chemical Inquiry A/B</td>
<td>Physics A/B or Honors Physics</td>
<td>11:00 a.m. - 11:55 p.m.</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11:55 a.m. - 12:25 p.m.</td>
</tr>
<tr>
<td>5</td>
<td>Foreign Language</td>
<td>Spanish 1A/B</td>
<td>Spanish 2A/B</td>
<td>Spanish 3A/B</td>
<td>Spanish 4A/B or AP Spanish Language</td>
<td>12:30 p.m. - 1:25 p.m.</td>
<td>55</td>
</tr>
<tr>
<td>6</td>
<td>Additional Courses</td>
<td>Physical Education and General Elective</td>
<td>Physical Education</td>
<td>College Prep Elective</td>
<td>Visual Performing Arts Course (e.g. Drama) or Technology Course</td>
<td>1:30 p.m. - 2:25 p.m.</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>CATCH-CLASS™</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2:30 p.m. - 3:45 p.m.</td>
<td>75</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Tutoring/Intervention</td>
<td></td>
<td></td>
<td></td>
<td>3:50 p.m. - 4:50 p.m.</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>The Arts &amp; Tech Enrichment Courses/Tutoring</td>
<td></td>
<td></td>
<td></td>
<td>4:55 p.m. - 5:55 p.m.</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>The Arts &amp; Tech Enrichment Courses/Tutoring</td>
<td></td>
<td></td>
<td></td>
<td>4:55 p.m. - 5:55 p.m.</td>
<td>60</td>
</tr>
</tbody>
</table>
### Table 14: Regular Day Bell Schedule (Monday, Tuesday, Thursday, Friday)

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>DESCRIPTION</th>
<th>HOUR</th>
<th>MINUTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>Core Curriculum Class, Foreign Language, or College Prep Elective</td>
<td>7:40 a.m. - 8:35 a.m.</td>
<td>55</td>
</tr>
<tr>
<td>Period 2</td>
<td>Core Curriculum Class, Foreign Language, or College Prep Elective</td>
<td>8:40 a.m. - 9:35 a.m.</td>
<td>55</td>
</tr>
<tr>
<td>Nutrition</td>
<td></td>
<td>9:35 a.m. - 9:55 a.m.</td>
<td>20</td>
</tr>
<tr>
<td>Period 3</td>
<td>Core Curriculum Class, Foreign Language, or College Prep Elective</td>
<td>10:00 a.m. - 10:55 a.m.</td>
<td>55</td>
</tr>
<tr>
<td>Period 4</td>
<td>Core Curriculum Class, Foreign Language, or College Prep Elective</td>
<td>11:00 a.m. - 11:55 p.m.</td>
<td>55</td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td>11:55 p.m. - 12:25 p.m.</td>
<td>30</td>
</tr>
<tr>
<td>Period 5</td>
<td>Core Curriculum Class, Foreign Language, or College Prep Elective</td>
<td>12:30 p.m. - 1:25 p.m.</td>
<td>55</td>
</tr>
<tr>
<td>Period 6</td>
<td>Core Curriculum Class, Foreign Language, or College Prep Elective</td>
<td>1:30 p.m. - 2:25 p.m.</td>
<td>55</td>
</tr>
<tr>
<td>Period 7</td>
<td>CATCH-CLASS™/Academic Tutorial</td>
<td>2:30 p.m. - 3:45 p.m.</td>
<td>75</td>
</tr>
<tr>
<td>Period 8</td>
<td>The Arts &amp; Tech Enrichment Courses/Tutoring</td>
<td>3:50 p.m. - 4:50 p.m.</td>
<td>60</td>
</tr>
<tr>
<td>Period 9</td>
<td>The Arts &amp; Tech Enrichment Courses/Tutoring</td>
<td>4:55 p.m. - 5:55 p.m.</td>
<td>60</td>
</tr>
</tbody>
</table>

### Table 15: Minimum Day Bell Schedule (Every Wednesday)

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>DESCRIPTION</th>
<th>HOUR</th>
<th>MINUTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>School wide Assembly</td>
<td>ASB, announcements, distribution of School wide Essay Prompt, current event discussions, student showcases/performances, student recognition</td>
<td>7:45 a.m. - 8:10 a.m.</td>
<td>30</td>
</tr>
<tr>
<td>Period 1</td>
<td>Core Curriculum Class, Foreign Language, or College Prep Elective</td>
<td>8:15 a.m. - 8:55 a.m.</td>
<td>40</td>
</tr>
<tr>
<td>Period 2</td>
<td>Core Curriculum Class, Foreign Language, or College Prep Elective</td>
<td>9:00 a.m. - 9:40 a.m.</td>
<td>40</td>
</tr>
<tr>
<td>Period 3</td>
<td>Core Curriculum Class, Foreign Language, or College Prep Elective</td>
<td>9:45 a.m. - 10:25 a.m.</td>
<td>40</td>
</tr>
<tr>
<td>Nutrition</td>
<td></td>
<td>10:25 a.m. - 10:45 a.m.</td>
<td>15</td>
</tr>
<tr>
<td>Period 4</td>
<td>Core Curriculum Class, Foreign Language, or College Prep Elective</td>
<td>10:50 a.m. - 11:30 a.m.</td>
<td>40</td>
</tr>
<tr>
<td>Period 5</td>
<td>Core Curriculum Class, Foreign Language, or College Prep Elective</td>
<td>11:35 a.m. - 12:15 p.m.</td>
<td>40</td>
</tr>
<tr>
<td>Period 6</td>
<td>Core Curriculum Class, Foreign Language, or College Prep Elective</td>
<td>12:20 p.m. - 1:00 p.m.</td>
<td>40</td>
</tr>
<tr>
<td>Professional Development for Faculty &amp; Staff</td>
<td></td>
<td>1:45 p.m. - 3:45 p.m.</td>
<td>120</td>
</tr>
</tbody>
</table>
**Academic Calendar**
CATCH will, for each year, follow a Single-Track Instructional Calendar and be open a minimum of 175 instructional days.

*Table 16: Academic Calendar for the 2013-14 school year*

<table>
<thead>
<tr>
<th>CALENDAR DATE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 12, 2013</td>
<td>First Day of Instruction</td>
</tr>
<tr>
<td>September 2, 2013</td>
<td>Labor Day – No School</td>
</tr>
<tr>
<td>November 11, 2013</td>
<td>Veteran’s Day – No School</td>
</tr>
<tr>
<td>November 21-22, 2013</td>
<td>Thanksgiving Holiday – No School</td>
</tr>
<tr>
<td>December 16, 2013-January 3, 2014</td>
<td>Winter Recess</td>
</tr>
<tr>
<td>January 20, 2014</td>
<td>Dr. Martin L. King Jr.’s Birthday – No School</td>
</tr>
<tr>
<td>February 17, 2014</td>
<td>President’s Day – No School</td>
</tr>
<tr>
<td>April 14-18, 2014</td>
<td>Spring Recess</td>
</tr>
<tr>
<td>April 21, 2014</td>
<td>Cesar Chavez Birthday – No School</td>
</tr>
<tr>
<td>May 26, 2014</td>
<td>Memorial Day – No School</td>
</tr>
<tr>
<td>May 30, 2014</td>
<td>Last Day of Instruction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CALENDAR MONTH</th>
<th>INSTRUCTIONAL DAYS*</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>14</td>
</tr>
<tr>
<td>September</td>
<td>20</td>
</tr>
<tr>
<td>October</td>
<td>23</td>
</tr>
<tr>
<td>November</td>
<td>18</td>
</tr>
<tr>
<td>December</td>
<td>10</td>
</tr>
<tr>
<td>January</td>
<td>22</td>
</tr>
<tr>
<td>February</td>
<td>19</td>
</tr>
<tr>
<td>March</td>
<td>21</td>
</tr>
<tr>
<td>April</td>
<td>16</td>
</tr>
<tr>
<td>May</td>
<td>20</td>
</tr>
</tbody>
</table>

*Tentative – Dependent on the District’s approval of the 2013-14 Single-Track Instructional Calendar

**Instructional Design – “The CATCH Way”**
CATCH believes that in order for instruction to be meaningful for our students, there needs to be a “way” that we teach. Both the philosophical base and the organizational structure for the CATCH curriculum (and “Way”) are in accordance with state, standards-based requirements.
Founded and based upon the most-current educational research, CATCH will continue to educate our students using the Strategic Teaching Model design, while infusing the arts and technology into that model. To this end, “The CATCH Way” instructional process employs a breadth of strategies enabling students to maximize their understanding and retention of content material, in accordance with State standards-based requirements, while at the same time, developing their own, individual, natural talents and abilities. This is in alignment with the concept that “Strategic teaching is the process of incorporating purposeful planning, connected strategies, and explicit instruction to maximize the understanding and retention of content material.” (Silver, Strong, & Perini, 2007). Following this theory, CATCH’s theoretical framework of strategic teaching, partly based on a humanist, constructivist, interdisciplinary, and project-based approach, will be effectively implemented to support student learning in an active, intellectual environment that promotes and stimulates understanding of concepts across content areas. Strategic teaching has been proven to be effective and is based on scientific research about adolescent learning, as noted in the following academic literature:

At CATCH, students will be given time to practice learning strategies designed to support reading and understanding of text. For example, by using the “I do, We do, You do” method, strategic teachers model strategies and scaffold instruction to support students as they internalize those strategies. (Rosenshine, Meister, & Chapman, 1996). In addition to supporting reading and understanding of text, students will be given frequent opportunities to make connections with texts using higher order thinking strategies to support reading, writing, thinking, and deep discussions. Our teachers will routinely employ instructional strategies that help students make connections with the text before, during, and after reading and learning as an integral part of content area instruction. The National Reading Panel (2002) strongly recommends including instructional strategies to support students with “monitoring comprehension; using graphic organizers, generating higher order thinking questions; using text structure; summarizing, activating prior knowledge, developing vocabulary, listening, and visualizing.”

By using such strategic methods as “I do, We do, You do”, graphic organizers, jigsawing, group discussions, predicting, summarizing and evaluating, teachers at CATCH routinely and deliberately provide verbal, procedural, and instructional scaffolding to increase student independence, facilitate movement to higher levels of language proficiency, and increase levels of comprehension and thinking. Teachers scaffold instruction when providing “substantial amounts of support and assistance in the earliest stages of teaching a new concept or strategy, and then gradually decrease the amount of support, as the learner acquires experience, through multiple practice opportunities.” (Vacca, 2002). Many of these methods are widely accepted as effective Specially Designed Academic Instruction in English (SDAIE) strategies but, at CATCH, we have found that these same strategies work well for all populations.

CATCH administrators and teachers recognize the sizable achievement gaps that exist within our student demographics, and the importance of implementing instruction to
bridge those gaps, inasmuch as possible, with proven practices that are most-current, and research-based.

CATCH students also face a widening technology gap; and we know that if our students are to succeed in high school and college, they must achieve sophisticated information-management and media-literacy skills. We thoughtfully integrate technology use into all CATCH curricular areas. All teachers receive weekly focused, professional development training in using technology tools such as interactive white boards, social networking, and Web tools, in order to leverage technology to support student achievement. Students work on laptop computers, and teachers create electronic portfolios of their students’ work, to collect, compare, and analyze assessment data for each student.

In Out of Our Minds: Learning to be Creative (2001), Ken Robinson discusses the importance of “developing people’s natural talents and abilities…” and states that “…in the next 30 years, more people will be gaining formal qualifications through education and training than since the beginning of history...There is an accelerating demand for qualifications of every sort.” As part of its instruction design, CATCH also provides its students with an arts-infused curriculum that serves to elicit the critical expression of individual thoughts, ideas, and feelings, in a free, creative, and productive manner. Outside consultants as well as teachers who have been sent to off-site conferences share their experience, knowledge and techniques they have learned with the CATCH faculty during regularly scheduled Professional Development (PD) sessions (Wednesdays from 1-4 pm), helping faculty members from many disciplines to integrate subjects, and apply the theory of multiple intelligences, in their instructional programs. Ultimately, this leads to and promotes student and class teamwork. The school has cultivated alliances with various art-education partners such as the Long Beach Opera, Debbie Allen Dance Academy, Da Poetry Lounge, the Fashion Institute of Design and Merchandising and Collins Avenue Productions, to provide a wide variety of arts-education experiences for our students, as an integral part of their education. Additionally, museums such as the Los Angeles County Museum of Art, the Museum of Contemporary Art, the California African-American Museum, the Museum of Tolerance, the J. Paul Getty Museum and the California Science Center, have sponsored student trips for the CATCH student body. These enriching experiences have taken place both during and after instructional time. We fervently believe that meaningful arts experiences are essential for low-income, inner-city students, because art opens the door to a type of self-expression most of them have never known. And with this comes new or increased self-confidence, and enhanced motivation.

We believe that a richly arts-infused curriculum does and will continue to broaden our CATCH students’ horizons and transport them beyond the boundaries and restrictions of their impoverished communities.
The instructional design of CATCH is organized and delivered in every lesson by using the Essential Elements of Effective Instruction (EEEI), which include the following:

- Objective
- California Content Standards(s)
- Anticipatory Set
- Teaching
  - Input
  - Modeling
  - Check for Understanding
  - Infusion of The Arts
    - Language arts – literature and poetry
    - Visual arts – creation of posters, political cartoons, comic strips
    - Performing arts – drama, dance, and music
    - Digital arts – online blogging, graphic design and photography
  - Integration of Technology
    - iPads – provide access to subject specific applications, including CAHSEE and SAT test prep
    - Laptops – research, online discussion forums, presentations
    - Digital media – presentations for and by students
    - Smartphones – class specific applications
- Guided Practice/Monitoring
- Closure
- Independent Practice
- Reflection

The EEEI model we have implemented is based on the Elements for Effective Instruction outlined in the late 1970s by Madeline Hunter. We have used Hunter’s model as a technique to inform classroom instruction but, at CATCH, we place an emphasis on the inclusion of the arts and technology in classroom curriculum, designating these elements as “essential”. Research has shown that students with access to technology have significantly higher achievement in all measures (Gulek and Demirtas, 2005) and the National Endowment for the Arts published a study indicating that disadvantaged students do better academically if they are involved in the arts (Catterall et al., 2012).

CATCH teachers infuse a plethora of art forms, including language, visual, performing and digital arts into their classroom curriculum in an effort to educate well-rounded students, enriching their education and offering them new perspectives about the world around them. In an effort to ready our students for careers in a technologically driven world, digital media and mobile technology are readily available and accessed by students during class. For example, every student has the opportunity to use class-specific applications on smartphones, iPhones or school iPads, laptops are available to allow students to access online textbooks with enrichment activities or contribute to class
blogs, and students can access educational and social media sites (e.g. Edmodo, Twitter, Facebook, etc.) as well.

By using the EEEI in every lesson all CATCH teachers will be able to deliver quality standards-based instruction, understand and apply motivational strategies, understand the unique learning needs of our students, and incorporate art and technology to tap into student learning styles and multiple intelligences. Our teachers have become highly effective in providing students with the information, skills, insight, and strategies that will help them to reach for and achieve higher levels of expertise. Our goal is always to provide the wisest, most thorough, most knowledgeable instruction in order to most effectively lead students to their highest levels of mastery.

CATCH continues to use this design very successfully. “The CATCH Way” is clearly, consciously, and conscientiously structured to deliver a quality curriculum to all students, with a rich mix of the arts and technology taught with carefully crafted instructional techniques, all tailored for optimum success in meeting specific student needs and learning levels.

**Instructional Approach**

The theoretical framework for the CATCH curriculum is a humanistic, constructivist, interdisciplinary, and project-based approach that provides students with an academic learning environment both personally fulfilling and relevant to the world around them.

*Table 17: Instructional approaches utilized in CATCH Curricula*

The **humanistic** curriculum used at CATCH leads to the development of students who are not only academically prepared, but also developed in aesthetic and moral ways. McNeil (1990) explains that the function of a humanistic curriculum is “to provide each
learner with intrinsically rewarding experiences that contribute to personal liberation and self-development, to promote healthier attitudes toward self, peers, and learning.” He goes on to say that, “In delivering a humanistic curriculum, the teacher not only serves as a resource center, but also provides a caring environment for students who have been typically disenfranchised.” Consistent with McNeil’s explanation, our teachers use imaginative techniques to enable CATCH students to gain awareness of their environment, culture, and history, and to understand and appreciate their own place in the world. Such techniques include student centered teaching and discovery learning where students are given a problem and list of roles that facilitate the learning process. The list of roles includes researchers, editors, writers and presenters. Students take on these roles and proceed to solve the issue at hand during the class period. CATCH teachers also use self-evaluation and self-monitoring surveys to promote ownership of their own learning. Finally, while we use traditional standardized forms of assessments, CATCH teachers also provide alternative ways of assessing that may ask students to choose their preferred assessment or create the format of their assessment.

We use the constructivist approach with great success at CATCH, as our curriculum encourages and enables students to think at deeper levels and with a heightened comprehension of abstract concepts. In using this approach, our teachers’ role is to mentor our students, during experimental problem solving of ill-defined problems, by enabling inquiry learning that may modify existing knowledge and allow for creation of new knowledge. This gives students the increased skills and understanding that enable them to develop and hold to belief systems that empower them to actively participate in resolving problems personally applicable to them.

CATCH transforms the traditional learning environment from a “receptive” system of teacher output and learner input, to a self-directed learning environment in which our teachers are facilitators of our students’ learning. We enable our students to design their own goals and life plans, including their responsibility to others and their active, participatory citizenship. This all happens in an ongoing process of continual change and improvement.

The interdisciplinary approach is one in which students are exposed to curriculum integration collaboratively designed around important issues as decided by students and the teaching staff. “This approach has four major components: the integration of experiences; social integration; the integration of knowledge; and integration of curriculum design – all beginning from a central theme that emerges from questions or social concerns students have.” (Beane, 1997). During professional development meetings at the beginning of the year, grade level teachers work together to identify themes based off of student feedback from a couple of assignments. Those assignments include a self-reflection and a questionnaire that prompt students to share experiences and interests. After identifying themes, grade level teachers work together to modify their curriculum maps, and begin creating interdisciplinary lesson plans. Teachers engage in
the collaborative process throughout the academic year during weekly professional development meetings.

A growing body of academic research validates and supports the use of project-based learning in the classroom, as a way to engage students, diminish absenteeism, develop appropriate socialization skills, increase self-direction, increase intrinsic motivation, improve research and problem-solving skills, and improve test scores (Bell, 2009). These benefits are enhanced when art and technology are utilized in a meaningful way, during the design and completion of student projects.

Rigorous and in-depth **project-based learning** requires critical thinking, problem solving, collaboration, and various forms of communication (Bell, 2009; Edutopia, 2001; Thomas, 2000). By using this approach, we teach students to do much more than remember information; we teach them to use higher-order thinking skills. These skills, competencies and habits of mind are aligned with the CATCH Expected School-wide Learning Results (ESLRs) – and with what we believe will be required of the educated person, in the 21st century. The teacher’s role is to serve as a project coach, guiding students to use a variety of references; employ strategies that are fun and invigorating; and uncover content, with depth and breadth. As students practice decision-making and deductive reasoning – and are exposed to examples from real life, they are able to expand their skills, evaluate their options, and think critically about their projects. They conduct research, discuss and write about the material they’ve uncovered, collect and draw illustrations related to their findings, and reflect on their work. Students learn from each other, by analyzing and synthesizing material, reinforcing main concepts, and transferring information from short- to long-term memory. More importantly, they learn to utilize academic language to discuss project content, and prepare written documentation of their projects, as their finished product will be publicly displayed and presented to their peers and the community.

Overall, CATCH instruction is based on our understanding that all of our students will best learn and succeed through a curriculum designed to meet their individual needs. We know that no matter how difficult their home environments are, every one of our students is capable of learning. The effectiveness of our teachers is a critical factor in successful, productive student achievement. Each of our CATCH teachers listens carefully to every student voice, and combines and cultivates these many voices and their varied ideas into every learning experience. In harmony with our CATCH students, our teachers are bringing broad-spectrum learning to new heights, and watching even the unlikeliest of students soar.
Curriculum and Program – Scope and Sequence

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>9th GRADE</th>
<th>10th GRADE</th>
<th>11th GRADE</th>
<th>12th GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English 9A/B</td>
<td>English 10A/B</td>
<td>American Literature Contemporary Composition</td>
<td>Contemporary Composition Advanced Composition</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Algebra 1A/B</td>
<td>Geometry A/B</td>
<td>Algebra 2A/B</td>
<td>Math Analysis A/B (Trigonometry /Precalculus)</td>
</tr>
<tr>
<td>History/Social Science</td>
<td>Modern World History A/B</td>
<td>AP History A/B</td>
<td>US History A/B</td>
<td>AP US History</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Economics Principles of American Democracy</td>
<td>AP Comparative Government &amp; Politics</td>
</tr>
<tr>
<td>Science</td>
<td>Biology A/B</td>
<td>Chemistry A/B</td>
<td>Chemical Inquiry A/B</td>
<td>Physics A/B \ Honors Physics</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Spanish 1A/B</td>
<td>Spanish 2A/B</td>
<td>Spanish 3A/B</td>
<td>Spanish 4A/B \ AP Spanish Language</td>
</tr>
<tr>
<td>Additional Courses</td>
<td>Physical Education* \ General Elective Tutor*</td>
<td>Physical Education* \ Tutor*</td>
<td>College Prep Elective Tutor*</td>
<td>Visual Performing Art Course \ Technology Course*</td>
</tr>
</tbody>
</table>

* Non-Core and Non College Preparatory

Curriculum, California State Standards, and the California Common Core State Standards

English-Language Arts:
The A-G English courses taught at CATCH include: English 9A/B, English 10 A/B, American Literature/Contemporary Composition, and Advanced Composition. Students are required to take eight semesters of English-Language Arts to graduate. Throughout the English curriculum, students will develop and hone skills in reading, writing, written and oral English language conventions, as well as those in listening and speaking, in accordance with state standards for English-Language Arts.

In their first two years (English 9 & 10), students will show proficiency in vocabulary development, reading comprehension, and literary analysis. Initial attention will focus on students identifying roots and denotative and connotative meanings in words. From the
foundation built by proficient vocabulary, students will enhance their ability to analyze and understand reading passages, and will be able to effectively evaluate authors’ works by analyzing the structure and content of their arguments. By the third year, they have developed their vocabulary skills and are ready to intensify their focus on word analysis. The curriculum places greater emphasis on tracing the etymology of words and understanding their origins respective to their meaning. Likewise, reading comprehension deepens students’ understanding of language and demands that students understand the different ways an author can present an argument and how to respond with a knowledgeable and relevant critique.

Mathematics:
The A-G mathematics courses taught at CATCH include: Algebra I (A/B), Geometry (A/B), Algebra II (A/B) and Math Analysis (A/B). Students are required to take eight semesters of mathematics to graduate. In Algebra I, students develop an understanding of the symbolic nature of mathematics and its relationship to the sciences; students must develop the algebraic skills and concepts they need for problem-solving activities in later courses. As a part of their Geometry course, students develop their ability to construct formal, logical arguments and proofs in a variety of settings and problems. Complementing and expanding upon the mathematics instruction students received in their first two years, Algebra II requires that students apply their knowledge of symbolic mathematics and the language of math to more complicated situations/problems that more accurately describe the real world. In Math Analysis, a course that involves one semester of Trigonometry and one semester of Pre-calculus, the curriculum focuses on helping students to form connections between the content mastered in Geometry and Algebra I and II, forming the foundation necessary for postsecondary studies in mathematics based disciplines. The focus in Math Analysis will be on problem solving using mathematical models to represent real world situations.

Social Science:
The A-G social science classes that CATCH offers are as follows: World History (A/B), U.S. History (A/B) and Principles of Democracy/Economics. Students are required to take six semesters of social science to graduate. Throughout the social science curriculum, students will develop and hone skills in chronological and spatial thinking, historical research, and historical interpretation. In world history, students gain a greater understanding of the political, economic, and social forces that contributed to the shaping of the modern world. The moral and ethical principles contributing to western philosophy are applied to the studies of the world, beginning with the political revolutions of the 18th century. Students trace the development of political and economic trends across the world and their interconnected nature, including new imperialism, the industrial revolution and the impact of global conflicts. The emphasis in United States history is on understanding the major events of the 20th century. Domestic issues such as industrialization, the growth of urban centers, immigration, the Great Depression, and the Civil Rights Movement are discussed alongside the major international developments of the 20th century. The First and Second World Wars and their consequences, are analyzed alongside the United
States’ accompanying rise as a global superpower. Finally, in Principles of American Democracy/Economics, students explore the foundation and functions of the different branches of the American Government, comparing our government with other systems of from around the world. During the Economics portion of this course, students analyze economic concepts, providing a foundation for the understanding of operations and institutions of economic systems. This includes the application of graphs, statistics, and economic equations to create or forecast economic scenarios on the micro and macro levels.

**Laboratory Science:**
CATCH offers the following A-G laboratory science courses: Biology (A/B), Chemistry (A/B) and Physics (A/B). Students are required to take four semesters of science to graduate. Studies in Biology begin with analyses of cells and cellular structures and then progress toward understanding the associations between complex biological systems from the organismal level to the biosphere. Through the fields of ecology and evolution, students’ studies culminate with a broad understanding of biological functions in the context of the natural world. Returning to the molecular level, students in Chemistry learn about the biological, physical and chemical properties of the elements in the periodic table. Students focus on the properties of matter relating to chemical bonding, the conservation of matter, gas properties, acids, bases, solutions, properties of thermodynamics, reaction rates and nuclear processes. In Physics, students learn about the concepts and principles that explain many naturally occurring events in the world. Students are required to develop strong problem-solving skills as they build an understanding of straight line and rotational motion, gravitation, momentum and energy, electricity, and magnetism. Considerable effort is made to relate physics theory with real-world and laboratory experiences.

**Alignment with the California State Standards and the Common Core State Standards:**
All of the A-G courses offered at CATCH are currently aligned with the California State Standards which define the knowledge, concepts and skills that students need to acquire at each grade level. In preparation for the implementation of the Common Core State Standards (CCSS), these same courses now include an emphasis on having students write, research, and analyze non-literary texts, developing literacy in history, science, and technical subjects. The CCSS also focus on applying mathematical ways of thinking to real world challenges, enabling students to develop a depth of understanding and the ability to apply mathematics to novel situations. Furthermore, the CCSS require significant student collaboration, fluency with multimedia and technology, the development of strong complex reasoning, problem solving and communication skills.

CATCH will instruct students in the California Content Standards (and/or Common Core Standards as they evolve) and use the California Content Standards to align the curriculum, assess and monitor student progress and design support and intervention programs.
The courses offered at CATCH are structured to bring students to grade level and prepare them for graduation and beyond. The faculty is actively involved in shaping and refining the curriculum to provide the most rewarding and effective educational experience. The successful delivery of the CATCH curriculum depends on implementation of multicultural components, integration of technology, and specialized attention to the progress of each student.

**Table 18: CATCH Classes addressing California Content Standards (numbers in parentheses refer to LAUSD requirements)**

<table>
<thead>
<tr>
<th>ENGLISH (40)*</th>
<th>MATH (20) 40*</th>
<th>SOCIAL SCIENCE (30)*</th>
<th>LAB SCIENCE (20)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9A</td>
<td>Algebra 1A</td>
<td>World History A</td>
<td>Biology A</td>
</tr>
<tr>
<td>English 9B</td>
<td>Algebra 1B</td>
<td>World History B</td>
<td>Biology B</td>
</tr>
<tr>
<td>English 10A</td>
<td>Geometry A</td>
<td>U.S. History A</td>
<td>Chemistry A</td>
</tr>
<tr>
<td>English 10B</td>
<td>Geometry B</td>
<td>U.S. History B</td>
<td>Chemistry B</td>
</tr>
<tr>
<td>American Literature</td>
<td>Algebra IIA</td>
<td>Principles of Democracy</td>
<td></td>
</tr>
<tr>
<td>Expository Composition</td>
<td>Algebra IIB</td>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>Advanced Comp.</td>
<td>Math Analysis A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Comp.</td>
<td>Math Analysis B</td>
<td></td>
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<tr>
<td></td>
<td>Calculus</td>
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</tbody>
</table>

*University of California Requirements

**Table 19: 9th grade core subjects and skills taught**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Content/Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English 9A/</td>
<td>Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately. Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students’ awareness of the audience and purpose. Student progress through the stages of the writing process as needed. Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Students write and speak with a command of standard English conventions. Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td><strong>English 9A Honors/English 9B Honors</strong></td>
<td>Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately. Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students’ awareness of the audience and purpose. Student progress through the stages of the writing process as needed. Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 2,500 words each. Students write and speak with a command of standard English conventions. Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose. Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description.</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td><strong>Algebra 1A/Algebra 1B</strong></td>
<td>Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td><strong>Biology A/Biology B</strong></td>
<td>Studies begin with analyses of micro structures such as cellular biology and genetics. Students then progress toward understanding the associations between complex biological systems that occur within humans (physiology). Through the fields of ecology and evolution, students’ studies culminate with an understanding of biological functions in nature.</td>
</tr>
<tr>
<td><strong>Physica</strong></td>
<td><strong>Adv PE 1A/</strong></td>
<td>Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to</td>
</tr>
</tbody>
</table>
Students perform a variety of physical activities. Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

This course helps students develop concepts, attitudes and skills that will lead to effective decisions on physical, emotional, mental and social health issues. Students gain an understanding; nutrition, fitness, and effects of drugs, human reproduction, sexually transmitted diseases and mental health.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Content/Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English 10A/ English 10B</td>
<td>Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately. Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students’ awareness of the audience and purpose. Student progress through the stages of the writing process as needed. Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Students write and speak with a command of standard English conventions. Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose. Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description.</td>
</tr>
<tr>
<td>Math</td>
<td>Geometry A/</td>
<td>The geometry skills and concepts developed in this</td>
</tr>
<tr>
<td>Discipline</td>
<td>Course</td>
<td>Description</td>
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<td>-------------</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Geometry</td>
<td>Geometry B</td>
<td>Discipline are useful to all students. Aside from learning these skills and concepts, students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems.</td>
</tr>
<tr>
<td>Science</td>
<td>Chemistry A/Chemistry B</td>
<td>Focusing on the molecular level, students in chemistry understand the physical and chemical properties of the elements in the periodic table. These concepts are applied to several fields of study throughout the year. Students study the biological, chemical, and physical properties of matter relating to the ability of atoms to form chemical bonds with other atoms. An understanding of both the periodic table and chemical bonding is the basis for further studies in the conservation of matter (balancing equations), gas properties, acids and bases, and solutions.</td>
</tr>
<tr>
<td>Social</td>
<td>World History A/World History B</td>
<td>Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.</td>
</tr>
<tr>
<td>Social</td>
<td>AP World History</td>
<td>Whether it is new histories being explored or old histories being re-evaluated, World History is ever occurring and ever changing. This course has three expected student outcomes. The first expected outcome is to develop students’ Historical Thinking Skills through college level history coursework. Next, students will be expected to apply analytical and higher order thinking skills to create historical interpretations using primary and secondary source material. Finally, students will be able to demonstrate their ability to make conceptual connections across the five major themes of AP World History through two types of essays: a “change over time” essay &amp; a comparative essay.</td>
</tr>
<tr>
<td>Physical</td>
<td>Adv PE 2A/</td>
<td>Students demonstrate knowledge of and competency in</td>
</tr>
</tbody>
</table>
motor skills, movement patterns, and strategies needed to perform a variety of physical activities. Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Table 21: 11th grade core subjects and skills taught

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Content/Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English Literature/Contemporary Composition</td>
<td>Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately. Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students’ awareness of the audience and purpose and progression through the stages of the writing process. Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Students write and speak with a command of standard English conventions. Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose. Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description.</td>
</tr>
<tr>
<td>English</td>
<td>AP English Language</td>
<td>According to College Board, an AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience</td>
</tr>
</tbody>
</table>
expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. Because the AP course depends on the development of interpretive skills as students learn to read and write with increasing complexity and sophistication.

<table>
<thead>
<tr>
<th>Math</th>
<th>Algebra 2A/Algebra 2B</th>
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</thead>
<tbody>
<tr>
<td>This discipline complements and expands the mathematical content and concepts of algebra I and geometry. Students who master algebra II will gain experience with algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Science</th>
<th>US History A/US History B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in grade eleven study the major turning points in American history in the twentieth century. Following a review of the nation’s beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Social Science</th>
<th>AP US History A/AP US History B</th>
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</thead>
<tbody>
<tr>
<td>Through this course, students will be provided with content and practical knowledge of U.S. history, practice in critical thinking activities, and experience in effective writing techniques that will prepare them not only for the AP Exam but their academic careers. This course is divided into periods of time and emphasizes two themes throughout American history, American Diversity and Citizenship. Throughout the course students will study the diversity of the American people and the</td>
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</table>
relationships among the different groups. The second theme centers on how citizenship has been defined over the years with a constant struggle for civil rights. In various units of study, students will consider how increased diversity has shaped citizenship at different times in United States history. The themes will drive the class to consider how our current understanding of an American citizen developed over time. While the class will focus on these themes, they will not serve as restrictions in the study of U.S. History. Hard work and dedication is essential for success. The terminal goal of this course is preparation for the AP Exam.

Table 22: 12th grade core subjects and skills taught

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Content/Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>Expository Composition/ Advanced Composition</td>
<td>Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately. Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students’ awareness of the audience and purpose and progression through the stages of the writing process. Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Students write and speak with a command of standard English conventions. Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose. Students deliver formal presentations that combine traditional rhetorical strategies of narration, persuasion, and description.</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>AP Literature</td>
<td>The focus of the course is intensive reading and writing. Students must write multiple analytical essays evaluating the aesthetic of a work, as well as study secondary critical essays to deepen our understanding of how writers critique other writers. Our objective is to evaluate the effectiveness of a literary text and then write to explain or further one’s understanding of literature and</td>
</tr>
</tbody>
</table>
the composition of literature (structure, style, sound etc.) through in-class timed writing opportunities, formal essays assigned as out-of-class writing, weekly postings on the Writer’s Wall, and during Writer’s Workshop.

<table>
<thead>
<tr>
<th>Social Science</th>
<th>Principles of Democracy/ Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the Federalist Papers. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship. In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Science</th>
<th>AP Comparative Government and Politics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AP Comparative government and politics is a critical field of study for young people. The twenty-first century has taught us that we cannot ignore the world around us. Happenings around the globe now directly impact our lives, and social studies teachers and students around the country face the challenge of interpreting many puzzling international events. The AP Comparative Government and Politics course focuses on government and politics in other countries and provides a theoretical framework to compare political systems around the world. It is my hope that my students grasp something of the political complexities of our global environment, and gain some understanding of both commonalities and differences among modern political systems.</td>
</tr>
</tbody>
</table>

**Table 23: All other courses offered in grades 9-12**

*Note:* These courses are non-core, non-college prep classes that are aimed at students’ overall academic enhancement in conjunction with their core classes and are taught by teachers holding a credential in a core subject. Teachers of both core, college-preparatory subjects (e.g. English, mathematics, science, history, foreign languages, drama, play production, dance, and photography) as well as non-core, non college-preparatory subjects (e.g. journalism, new media, web design and graphic design) must hold a Commission-on-Teacher-Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Content/Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>Creative Writing Journalism A/ Journalism B*</td>
<td>Students learn the skills and techniques of gathering, writing and editing documents, stories, articles, such as features, columns and editorials. The main goal is teach students how to become effective writers. Journalism is a yearlong elective course that introduces students to media studies with an emphasis on newspaper, magazine, and online periodical writing formats. Students are challenged to produce a year-end review portfolio demonstrating mastery of specific writing styles, including, but not limited to: single feature news story, features: people, ideas, trends, multiple feature news story, editorials, opinion pieces, reviews: restaurants, movies, concerts, books, shows, survey and sports stories, and columns. The course will entail a journey through time in which students explore the history of journalism from Europe to America pre-1776 and post-1776, through an inquiry-model. Students will also understand the development and use of blogging and social networking in journalism. Students also have to learn three specific design elements: advertising layout and product placement, page layout, and graphic design.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Math Analysis A/ Math Analysis B</td>
<td>This discipline combines many of the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus and strengthens their conceptual understanding of problems and mathematical reasoning in solving problems. These standards take a functional point of view toward those topics. The most significant new concept is that of limits. Mathematical analysis is often combined with a course in trigonometry or perhaps with one in linear algebra to make a year-long pre-calculus course.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Calculus A/ Calculus B</td>
<td>Students should understand the meaning of the derivative in terms of rate of change and local linear approximations. Students should be able to work with functions represented graphically, numerically, analytically, or verbally, and should understand the connections among these representations. Students should understand the meaning of the definite integral both as a limit of Riemann sums and as a net accumulation of a rate of change, and understand the relationships between derivative and integral. Students</td>
</tr>
<tr>
<td>Science</td>
<td>Physics A/Physics B</td>
<td>Students will gain an understanding of: Newton’s laws and their predictions. The laws of conservation of energy and momentum provide a way to predict and describe the movement of objects. Energy cannot be created or destroyed, although in many processes energy is transferred to the environment as heat. Waves have characteristic properties that do not depend on the type of wave. Electric and magnetic phenomena are related and have many practical applications.</td>
</tr>
<tr>
<td>Science</td>
<td>Chemical Inquiry A/Chemical Inquiry B</td>
<td>Chemical Inquiry will allow students to be able to use logic and reasoning skills to solve complex scientific and situational problems, move beyond a basic understanding of chemistry and begin to apply concepts to real world situations and systems, compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms involved in its interactions, begin to synthesize and test methods for solving problems that plague the planet; analyze the viability of other proposed solutions for the same problems, solve complex, multi-step problems both cooperatively and independently, without a calculator. And explore future careers in chemistry and other sciences.</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Spanish 1A/Spanish 1B/Spanish 2A/Spanish 2B/Spanish 3A/Spanish 3B/AP Spanish – Language/Spanish 4A/Spanish 4B</td>
<td>A major goal of foreign language instruction at CATCH is to increase students’ literacy in languages other than English, thereby also increasing their literacy in English. The concept of literacy encompasses the students’ ability to read with understanding, to write with clarity and accuracy, to understand what is heard, and to speak comprehensibly with accurate grammar and pronunciation. Communication is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. To communicate successfully in another language, students develop facility with the language, familiarity with the cultures.</td>
</tr>
</tbody>
</table>
that use the language, and an awareness of the ways in which language and culture interact in society. Students then apply this knowledge as they express ideas in a foreign language. Reaching this goal is central to developing literacy in any language. Learning another language allows students to gain knowledge and an understanding of the cultures that use that language. It can be said that students who master the cultural contexts in which the language occurs truly master the language. Moreover, learning languages provides connections to bodies of knowledge unavailable to monolingual English speakers. Language students develop a greater in-sight into their own language and culture through comparisons and contrasts with the languages they learn. These elements of language acquisition enable students to participate in multilingual communities both at home and around the world in a variety of contexts and in culturally authentic ways.

Students will be able to use the target language for real communication by speaking; understanding what others are saying; reading; and interpreting written materials—all in the target language. In enabling students to progress toward the achievement of literacy in a foreign language, teachers provide direct instruction in each of four modes of expression: listening, speaking, reading, and writing.

Students will expand their interpersonal communication skills in Spanish through daily classroom interactions in the language. This includes casual conversations with the teacher and classmates as well as formal discussions. Students will increase and refine their written presentational skills in formal and informal contexts. Students will refine their oral presentational skills in formal and informal contexts. Students will broaden their comprehension skills of written and aural material in formal and informal contexts. Students will broaden their understanding of the cultures that comprise the Spanish speaking world through the study of history, literature, art, music, and current events. Students will make connections between their learning in the Spanish classroom, their learning in other classes, and their daily lives.

Spanish 4 is an advanced course that provides an immersed atmosphere in which students continue to develop skills acquired in Spanish Levels I, II and III. Students will be challenged to refine their language skills through the use and practice with interpersonal, interpretive, and presentational communication modes. During this fourth year of study, students should be comfortable communicating in Spanish in their daily
interactions with peers and the teacher. In addition to this, they should be comfortable with writing and reading in the target language. As more complex language patterns are introduced, students become increasingly able to describe, narrate, and state opinions about subjects explored in the class. The course also serves as a further introduction to literary works by Spanish and Latin–American writers. Student will have the opportunity to interact with international students in Spain and South America to further knowledge of the history, geography and cultures of the Spanish-speaking world.

| Visual & Performing Arts | Beginning Dance Choreography and Production Drama A/ Drama B Play Production A/ Production B | Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance. Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre. |

| Technology | New Media* Web Design* Graphic Design* | The objective of these courses is for students to learn how to use computer technology to communicate with words and images. The curriculum emphasizes the use of word processing, visual communication and multimedia design applications. At the end of the courses, students will have a portfolio of their work and will gain contemporary job skills. |

*Non-core, non-college preparatory classes

**Below are the skills students will learn in each mathematic course.**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Content/Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>Algebra 1A/Algebra 1B</td>
<td>Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable. Students use properties of numbers to demonstrate whether assertions are true or false. Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents. Students solve equations and inequalities involving absolute values. Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$. Students solve multi-step problems, including word problems, involving linear equations and linear inequalities in one variable and provide...</td>
</tr>
</tbody>
</table>
justification for each step. Students graph a linear equation and
compute the x- and y- intercepts (e.g., graph 2x + 6y = 4). They
are also able to sketch the region defined by linear inequality
(e.g., they sketch the region defined by 2x + 6y < 4). Students
verify that a point lies on a line, given an equation of the line.
Students are able to derive linear equations by using the point-
slope formula. Students understand the concepts of parallel lines
and perpendicular lines and how those slopes are related.
Students are able to find the equation of a line perpendicular to a
given line that passes through a given point. Students solve a
system of two linear equations in two variables algebraically and
are able to interpret the answer graphically. Students are able to
solve a system of two linear inequalities in two variables and to
sketch the solution sets. Students add, subtract, multiply, and
divide monomials and polynomials. Students solve multi-step
problems, including word problems, by using these techniques.
Students apply basic factoring techniques to second-and simple
third-degree polynomials. These techniques include finding a
common factor for all terms in a polynomial, recognizing the
difference of two squares, and recognizing perfect squares ofinomials. Students simplify fractions with polynomials in the
numerator and denominator by factoring both and reducing them
to the lowest terms.
Students add, subtract, multiply, and divide rational expressions
and functions. Students solve both computationally and
conceptually challenging problems by using these techniques.
Students solve a quadratic equation by factoring or completing
the square. Students apply algebraic techniques to solve rate
problems, work problems, and percent mixture problems.
Students understand the concepts of a relation and a function,
determine whether a given relation defines a function, and give
pertinent information about given relations and functions.
Students determine the domain of independent variables and the
range of dependent variables defined by a graph, a set of ordered
pairs, or a symbolic expression. Students determine whether a
relation defined by a graph, a set of ordered pairs, or a symbolic
expression is a function and justify the conclusion. Students
know the quadratic formula and are familiar with its proof by
completing the square. Students use the quadratic formula to find
the roots of a second-degree polynomial and to solve quadratic
equations. Students graph quadratic functions and know that their
roots are the x-intercepts. Students use the quadratic formula or
factoring techniques or both to determine whether the graph of a
quadratic function will intersect the x-axis in zero, one, or two
points. Students apply quadratic equations to physical problems,
such as the motion of an object under the force of gravity.
Students use and know simple aspects of a logical argument.
Students explain the difference between inductive and deductive
reasoning and identify and provide examples of each. Students
identify the hypothesis and conclusion in logical deduction.
Students use counterexamples to show that an assertion is false
and recognize that a single counterexample is sufficient to refute
an assertion. Students use properties of the number system to
judge the validity of results, to justify each step of a procedure,
and to prove or disprove statements. Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions. Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step. Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.

<table>
<thead>
<tr>
<th>Math</th>
<th>Geometry A/Geometry B</th>
</tr>
</thead>
</table>
| Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning. Students write geometric proofs, including proofs by contradiction. Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement. Students prove basic theorems involving congruence and similarity. Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles. Students know and are able to use the triangle inequality theorem. Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles. Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures. Students compute the volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres; and students commit to memory the formulas for prisms, pyramids, and cylinders. Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids. Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids. Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems. Students prove relationships between angles in polygons by using properties of complementary, supplementary, vertical, and exterior angles. Students prove the Pythagorean theorem. Students use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles. Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line. Students prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula, and various forms of equations of lines and circles. Students know the definitions of the basic trigonometric functions defined by the angles of a right triangle. They also know and are able to use elementary relationships between them. For example, \( \tan(x) = \sin(x)/\cos(x) \), \((\sin(x))^2 + (\cos(x))^2 = 1 \). Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side. Students know and are able to use angle
and side relationships in problems with special right triangles, such as 30°, 60°, and 90° triangles and 45°, 45°, and 90° triangles. Students prove and solve problems regarding relationships among chords, secants, tangents, inscribed angles, and inscribed and circumscribed polygons of circles. Students know the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections.

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<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Description</th>
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</table>
| Math    | Algebra 2A/2B| Students solve equations and inequalities involving absolute value. Students solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices. Students are adept at operations on polynomials, including long division. Students factor polynomials representing the difference of squares, perfect square trinomials, and the sum and difference of two cubes. Students demonstrate knowledge of how real and complex numbers are related both arithmetically and graphically. In particular, they can plot complex numbers as points in the plane. Students add, subtract, multiply, and divide complex numbers. Students add, subtract, multiply, divide, reduce, and evaluate rational expressions with monomial and polynomial denominators and simplify complicated rational expressions, including those with negative exponents in the denominator. Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula. Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system. Students demonstrate and explain the effect that changing a coefficient has on the graph of quadratic functions; that is, students can determine how the graph of a parabola changes as a, b, and c vary in the equation \( y = a(x-b)^2 + c \). Students graph quadratic functions and determine the maxima, minima, and zeros of the function. Students prove simple laws of logarithms. Students understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents. Students judge the validity of an argument according to whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step. Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay. Students use the definition of logarithms to translate between logarithms in any base. Students understand and use the properties of logarithms to simplify logarithmic numeric expressions and to identify their approximate values. Students determine whether a specific algebraic statement involving rational expressions, radical expressions, or logarithmic or exponential functions is sometimes true, always true, or never true. Students demonstrate and explain how the geometry of the graph of a conic section (e.g., asymptotes, foci, eccentricity) depends on the coefficients of the quadratic equation representing it. Given a quadratic equation of the form \( ax^2 + by^2 + cx + dy + e = 0 \), students can use the method for completing the square to put the equation into standard form and can recognize whether the graph of the
### Math

**Math Analysis A/ Math Analysis B**

Students are familiar with, and can apply, polar coordinates and vectors in the plane. In particular, they can translate between polar and rectangular coordinates and can interpret polar coordinates and vectors graphically. Students are adept at the arithmetic of complex numbers. They can use the trigonometric form of complex numbers and understand that a function of a complex variable can be viewed as a function of two real variables. They know the proof of DeMoivre's theorem. Students can give proofs of various formulas by using the technique of mathematical induction. Students know the statement of, and can apply, the fundamental theorem of algebra. Students are familiar with conic sections, both analytically and geometrically. Students can take a quadratic equation in two variables; put it in standard form by completing the square and using rotations and translations, if necessary; determine what type of conic section the equation represents; and determine its geometric components (foci, asymptotes, and so forth). Students can take a geometric description of a conic section - for example, the locus of points whose sum of its distances from (1, 0) and (-1, 0) is 6 - and derive a quadratic equation representing it. Students find the roots and poles of a rational function and can graph the function and locate its asymptotes. Students demonstrate an understanding of functions and equations defined parametrically and can graph them. Students are familiar with the notion of the limit of a sequence and the limit of a function as the independent variable approaches a number or infinity. They determine whether certain sequences converge or diverge.

### Math

**Calculus A/ Calculus B**

Students should understand the meaning of the derivative in terms of rate of change and local linear approximations. Students should be able to work with functions represented graphically, numerically, analytically, or verbally, and should understand the connections among these representations. Students should understand the meaning of the definite integral both as a limit of Riemann sums and as a net accumulation of a rate of change, and
understand the relationships between derivative and integral. Students should be able to model problem situations with functions, differential equations, or integrals, and communicate both orally and in written form. Students should be able to represent differential equations with slope fields, solve separable differential equations analytically, and solve differential equations using numerical techniques such as Euler’s method. Students should be able to interpret convergence and divergence of series using technology, and to use technology to help solve problems. They should be able to represent functions with series and find the Lagrange error bound for Taylor polynomials.

**Common Core State Standards**

English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects:

**READING STANDARDS FOR LITERATURE 6-12**

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades*. The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

<table>
<thead>
<tr>
<th>Grades 9-10 Students:</th>
<th>Grades 11-12 Students</th>
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</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
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</tr>
<tr>
<td>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</td>
</tr>
<tr>
<td>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</td>
<td>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</td>
</tr>
<tr>
<td>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</td>
<td>3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set)</td>
</tr>
</tbody>
</table>
**Craft and Structure**

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grades 9-10 Language standards 4-6 on page 32 for additional expectations.)

5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**Integration of Knowledge and Ideas**

7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*).

8. (Not applicable to literature)

9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)

**Range of Reading and Level of Text Complexity**

10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding
as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

### READING STANDARDS FOR INFORMATIONAL TEXT 6-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

<table>
<thead>
<tr>
<th>Grades 9-10 Students</th>
<th>Grades 11-12 Students</th>
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</table>

#### Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text and provide an objective summary of the text.

3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis.

3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

#### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

   (See grades 9-10 Language standards 4-6 on...)

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

   (See grades 11-12 Language standards 4-6 on...)

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<tr>
<th>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grades 9-10 Language standards 4-6 on page 32 for additional expectations.)</th>
</tr>
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<tbody>
<tr>
<td>5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.</td>
</tr>
<tr>
<td>6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</td>
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<th>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grades 11-12 Language standards 4-6 on page 32 for additional expectations.)</th>
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<td>5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.</td>
</tr>
<tr>
<td>6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</td>
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</tbody>
</table>
### Integration of Knowledge and Ideas

<table>
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<tr>
<th>7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</th>
<th>7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</th>
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<td>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</td>
<td>8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <em>The Federalist</em>, presidential addresses).</td>
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<tr>
<td>9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</td>
<td>9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</td>
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### Range of Reading and Level of Text Complexity

| 10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently. | 10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. |

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WRITING STANDARDS 6-12

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C. The CCR anchor standards and highschool grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grade 9-10 Students

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grade 11-12 Students

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
   a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
   c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
   d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
   e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
   a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
   b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
   c. Use a variety of techniques to sequence events so that they build on one another to create a

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<td>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</td>
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<td>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</td>
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<td>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
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<td>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</td>
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<th>coherent whole.</th>
<th>audience’s knowledge of the topic.</th>
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<tr>
<td>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</td>
<td>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</td>
</tr>
<tr>
<td>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</td>
<td>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</td>
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<td>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</td>
<td></td>
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<td>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</td>
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<td>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</td>
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</tbody>
</table>
### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 32.)

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### SPEAKING AND LISTENING STANDARDS 6-12

The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
   c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
   d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
   c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
   d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.

a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade.)

b. Plan, memorize and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade.)

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on page 32 for specific expectations.)

4. Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Use appropriate eye contact, adequate volume, and clear pronunciation.

a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade.)

b. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade.)

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 32 for specific expectations.)
LANGUAGE STANDARDS 6-12
The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 33 for a complete listing and Appendix A for an example of how these skills develop in sophistication. The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

<table>
<thead>
<tr>
<th>Grades 9-10 Students</th>
<th>Grades 11-12 Students</th>
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</thead>
<tbody>
<tr>
<td><strong>Conventions of Standard English</strong></td>
<td><strong>Conventions of Standard English</strong></td>
</tr>
</tbody>
</table>
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
a. Use parallel structure.*  
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.  
b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage*) as needed. |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  
b. Use a colon to introduce a list or quotation.  
c. Spell correctly. | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
a. Observe hyphenation conventions.  
b. Spell correctly. |
| **Knowledge of Language** | **Knowledge of Language** |
| 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  
a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook, Turabian’s Manual for Writers*) appropriate for the discipline and writing type. | 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  
a. Vary syntax for effect, consulting references (e.g., *Tufte’s Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |
<table>
<thead>
<tr>
<th>Vocabulary Acquisition and Use</th>
<th>Vocabulary Acquisition and Use</th>
</tr>
</thead>
</table>
| 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.  
   a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  
   b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.  
   c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.  
   d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.  
   a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  
   b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.  
   c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.  
   d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
   a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.  
   b. Analyze nuances in the meaning of words with similar denotations. | 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
   a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.  
   b. Analyze nuances in the meaning of words with similar denotations. |
| 6. Acquire and use accurately general academic domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | 6. Acquire and use accurately general academic domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
### READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-12

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

<table>
<thead>
<tr>
<th>Grades 9-10 Students</th>
<th>Grades 11-12 Students</th>
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</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Key Ideas and Details</strong></td>
</tr>
<tr>
<td>1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</td>
<td>1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</td>
</tr>
<tr>
<td>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</td>
<td>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</td>
</tr>
<tr>
<td>3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</td>
<td>3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
<td><strong>Craft and Structure</strong></td>
</tr>
<tr>
<td>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</td>
<td>4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <em>faction</em> in Federalist No. 10).</td>
</tr>
<tr>
<td>5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</td>
<td>5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</td>
</tr>
<tr>
<td>6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</td>
<td>6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</td>
</tr>
</tbody>
</table>
Integration of Knowledge and Ideas

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.

9. Compare and contrast treatments of the same topic in several primary and secondary sources.

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-12

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9-10 Students

Key Ideas and Details

1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

2. Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

3. Follow precisely a complex multistep procedure when carrying out experiments,

Grades 11-12 Students

1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements,
taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

or performing technical tasks; analyze the specific results based on explanations in the text.

<table>
<thead>
<tr>
<th>Craft and Structure</th>
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<tbody>
<tr>
<td>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <em>grades 9–10 texts and topics.</em></td>
</tr>
<tr>
<td>5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <em>force, friction, reaction force, energy</em>).</td>
</tr>
<tr>
<td>6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</td>
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</table>

<table>
<thead>
<tr>
<th>Integration of Knowledge and Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</td>
</tr>
<tr>
<td>8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</td>
</tr>
<tr>
<td>9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Integration of Knowledge and Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</td>
</tr>
<tr>
<td>8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</td>
</tr>
<tr>
<td>9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</td>
</tr>
</tbody>
</table>
### Range of Reading and Level of Text Complexity

| 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. | 10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. |

### WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-12

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

### Grades 9-10 Students

#### Text Types and Purposes

1. Write arguments focused on discipline-specific content.
   a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
   c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   e. Provide a concluding statement or section that follows from or supports the argument presented.

### Grades 11-12 Students

1. Write arguments focused on discipline-specific content.
   a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
   c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   e. Provide a concluding statement or section

2. Write informative/explanatory texts, including the narration of historical events, scientific
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
   a. Introduce a topic and organize ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
   c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
   d. Use precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
   e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   f. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

3. (See note; not applicable as a separate requirement)

<table>
<thead>
<tr>
<th>Production and Distribution of Writing</th>
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<tbody>
<tr>
<td>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on</td>
</tr>
<tr>
<td>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.</td>
</tr>
</tbody>
</table>
addressing what is most significant for a specific purpose and audience.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

<table>
<thead>
<tr>
<th>Research to Build and Present Knowledge</th>
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<tbody>
<tr>
<td>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</td>
</tr>
<tr>
<td>8. Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</td>
</tr>
<tr>
<td>9. Draw evidence from informational texts to support analysis reflection, and research.</td>
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<tr>
<th>Range of Writing</th>
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<tbody>
<tr>
<td>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
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<tr>
<td>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
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</tbody>
</table>

Crenshaw Arts/Tech Charter High – Charter Renewal Petition 2013
Common Core State Standards
Algebra, Geometry, Statistics, Trigonometry, and Calculus

Number and Quantity

The Real Number System N-RN
Extend the properties of exponents to rational exponents.
1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define \(5^{1/3}\) to be the cube root of 5 because we want \((5^{1/3})^3 = 5(1/3)^3\) to hold, so \((5^{1/3})^3\) must equal 5.
2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Use properties of rational and irrational numbers.
3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

Quantities - N-Q
Reason quantitatively and use units to solve problems.
1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
2. Define appropriate quantities for the purpose of descriptive modeling.
3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

The Complex Number System N-CN
Perform arithmetic operations with complex numbers.
1. Know there is a complex number \(i\) such that \(i^2 = -1\), and every complex number has the form \(a + bi\) with \(a\) and \(b\) real.
2. Use the relation \(i^2 = -1\) and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.
3. (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

Represent complex numbers and their operations on the complex plane.
4. (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.
5. (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation...
for computation. For example, 

\((-1 + \sqrt{3} \; i)3 = 8\) because 

\((-1 + \sqrt{3} \; i)\) has modulus 2

and argument 120°.

6. (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

Use complex numbers in polynomial identities and equations.

7. Solve quadratic equations with real coefficients that have complex solutions.

8. (+) Extend polynomial identities to the complex numbers. For example, rewrite

\[x^2 + 4\; as\; (x + 2i)(x - 2i).\]

9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

Vector and Matrix Quantities N-VM

Represent and model with vector quantities.

1. (+) Recognize vector quantities as having both magnitude and direction.

Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., \(v, |v|, ||v||, v\)).

2. (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.

3. (+) Solve problems involving velocity and other quantities that can be represented by vectors.

Perform operations on vectors.

4. (+) Add and subtract vectors.

   a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.

   b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.

   c. Understand vector subtraction \(v - w\) as \(v + (-w)\), where \(-w\) is the additive inverse of \(w\), with the same magnitude as \(w\) and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.

5. (+) Multiply a vector by a scalar.

   a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as \(c(vx, vy) = (cvx, cvy)\).

   b. Compute the magnitude of a scalar multiple \(cv\) using \(||cv|| = |c|v||. Compute the direction of \(cv\) knowing that when \(|c|v \neq 0\), the direction of \(cv\) is either along \(v\) (for \(c > 0\)) or against \(v\) (for \(c < 0\)).

Perform operations on matrices and use matrices in applications.

6. (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or
incidence relationships in a network.

7. (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.

8. (+) Add, subtract, and multiply matrices of appropriate dimensions.

9. (+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.

10. (+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.

11. (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.

12. (+) Work with $2 \times 2$ matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.

**Algebra**

**Seeing Structure in Expressions A-SSE**

**Interpret the structure of expressions**

1. Interpret expressions that represent a quantity in terms of its context.
   a. Interpret parts of an expression, such as terms, factors, and coefficients.
   b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of $P$ and a factor not depending on $P$.

2. Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.
   a. Use the distributive property to express a sum of terms with a common factor as a multiple of a sum of terms with no common factor. For example, express $xy^2 + x^2y$ as $xy(y + x)$. (Common Core Standard A-SSE-2a)
   b. Use the properties of operations to express a product of a sum of terms as a sum of products. For example, use the properties of operations to express $(x + 5)(3 - x + c)$ as $-x^2 + 3x - 2x + 5c + 15$. (Common Core Standard A-SSE-2b)

2.1 Apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials. (CA Standard Algebra 1 - 11.0)

**Write expressions in equivalent forms to solve problems**

3. Choose and produce an equivalent form of an expression to reveal and explain
properties of the quantity represented by the expression.

a. Factor a quadratic expression to reveal the zeros of the function it defines.

b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

c. Use the properties of exponents to transform expressions for exponential functions. *For example the expression* \(1.15t\) *can be rewritten as* \((1.15^{1/12})^{12t} \approx 1.01212^{12t}\) *to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*

d. Prove simple laws of logarithms. (CA Standard Algebra II – 11.0)

e. Use the definition of logarithms to translate between logarithms in any base. (CA Standard Algebra II – 13.0)

f. Understand and use the properties of logarithms to simplify logarithmic numeric expressions and to identify their approximate values. (CA Standard Algebra II – 14.0)

4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. *For example, calculate mortgage payments.*

### Arithmetic with Polynomials and Rational Expressions A-APR

Perform arithmetic operations on polynomials

1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials, and divide polynomials by monomials. Solve problems in and out of context. (Common Core Standard A-APR-1)

Understand the relationship between zeros and factors of polynomials

2. Know and apply the Remainder Theorem: For a polynomial \(p(x)\) and a number \(a\), the remainder on division by \(x – a\) is \(p(a)\), so \(p(a) = 0\) if and only if \((x – a)\) is a factor of \(p(x)\).

3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

Use polynomial identities to solve problems

4. Prove polynomial identities and use them to describe numerical relationships. *For example, the polynomial identity* \((x^2 + y^2)^2 = (x^2 – y^2)^2 + (2xy)^2\) *can be used to generate Pythagorean triples.*

5. (+) Know and apply the Binomial Theorem for the expansion of \((x + y)^n\) in powers of \(x\) and \(y\) for a positive integer \(n\), where \(x\) and \(y\) are any numbers, with coefficients determined for example by Pascal’s Triangle.1

### Rewrite rational expressions

6. Rewrite simple rational expressions in different forms; write \(a(x)/b(x)\) in the form \(q(x) + r(x)/b(x)\), where \(a(x)\), \(b(x)\), \(q(x)\), and \(r(x)\) are polynomials with the degree of \(r(x)\) less than the degree of \(b(x)\), using inspection, long division, or, for the more
complicated examples, a computer algebra system.

7. (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

Creating Equations A-CED
Create equations that describe numbers or relationships
1. Create equations and inequalities in one variable including ones with absolute value and use them to solve problems in and out of context, including equations arising from linear functions.
   1.1 Judge the validity of an argument according to whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step. (CA Standard Algebra II – 11.2)
2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm’s law $V = IR$ to highlight resistance $R$.

Reasoning with Equations and Inequalities A-REI
Understand solving equations as a process of reasoning and explain the reasoning
1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

Solve equations and inequalities in one variable
3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
   3.1 Solve equations and inequalities involving absolute value. (CA Standard Algebra I – 3.0 and CA Standard algebra II – 1.0)
4. Solve quadratic equations in one variable.
   a. Use the method of completing the square to transform any quadratic equation in $x$ into an equation of the form $(x – p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
   b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square
roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers $a$ and $b$.

Solve systems of equations
5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.
8. (+) Represent a system of linear equations as a single matrix equation in a vector variable.
9. (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3x3 or greater).

Represent and solve equations and inequalities graphically
10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
11. Explain why the $x$-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.
12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Functions
Interpreting Functions F-IF
Understand the concept of a function and use function notation
1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If $f$ is a function and $x$ is an element of its domain, then $f(x)$ denotes the output of $f$ corresponding to the input $x$. The graph of $f$ is the graph of the equation $y = f(x)$.
2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by \( f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) \) for \( n \geq 1 \).

**Interpret functions that arise in applications in terms of the context**

4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function \( h(n) \) gives the number of person-hours it takes to assemble nengines in a factory, then the positive integers would be an appropriate domain for the function.

6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

**Analyze functions using different representations**

7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
   a. Graph linear and quadratic functions and show intercepts, maxima, and minima.
   b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
   c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
   d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
   e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
   a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
   b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as \( y = (1.02)^t \), \( y = (0.97)^t \), \( y = \)

9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For
Given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

10. Demonstrate an understanding of functions and equations defined parametrically and graph them. (CA Standard Math Analysis – 7.0)

**Building Functions F-BF**

**Build a function that models a relationship between two quantities**

1. Write a function that describes a relationship between two quantities.
   a. Determine an explicit expression, a recursive process, or steps for calculation from a context.
   b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.
   c. (+) Compose functions. For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time.

2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

**Build new functions from existing functions**

3. Identify the effect on the graph of replacing \( f(x) \) by \( f(x) + k \), \( k \ f(x) \), \( f(kx) \), and \( f(x + k) \) for specific values of \( k \) (both positive and negative); find the value of \( k \) given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
   3.1 Solve problems involving functional concepts, such as composition, defining the inverse function and performing arithmetic operations on functions. (CA Standard Algebra II – 24.0)

4. Find inverse functions.
   a. Solve an equation of the form \( f(x) = c \) for a simple function \( f \) that has an inverse and write an expression for the inverse. For example, \( f(x) = 2x^3 \) or \( f(x) = (x+1)/(x-1) \) for \( x \neq 1 \).
   b. (+) Verify by composition that one function is the inverse of another.
   c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.
   d. (+) Produce an invertible function from a non-invertible function by restricting the domain.

5. (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

**Linear, Quadratic, and Exponential Models**

Construct and compare linear, quadratic, and exponential models and solve
**problems**

1. **Distinguish between situations that can be modeled with linear functions and with exponential functions.**
   a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
   b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
   c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

2. **Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).**

3. **Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.**

4. **For exponential models, express as a logarithm the solution to \(ab^ct = d\) where \(a\), \(c\), and \(d\) are numbers and the base \(b\) is 2, 10, or \(e\); evaluate the logarithm using technology.**

**Interpret expressions for functions in terms of the situation they model**

5. **Interpret the parameters in a linear or exponential function in terms of a context.**

6. **Apply quadratic equations to physical problems, such as the motion of an object under the force of gravity. (CA Standard Algebra 1-23.0)**

**Trigonometric Functions F-TF**

**Extend the domain of trigonometric functions using the unit circle**

1. **Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.**
   1.1 Understand the notion of angle and how to measure it, in both degrees and radians. Convert between degrees and radians.
   (CA Standard Trigonometry – 1.0)

2. **Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.**

3. **Use special triangles to determine geometrically the values of sine, cosine, tangent for \(\pi/3, \pi/4\) and \(\pi/6\), and use the unit circle to express the values of sine, cosine, and tangent for \(\pi-x, \pi+x,\) and \(2\pi-x\) in terms of their values for \(x\), where \(x\) is any real number.**
   3.1 Know the definitions of the tangent and cotangent functions and graph them.
   (CA Standard Trigonometry – 5.0)

3.2 Know the definitions of the secant and cosecant functions and graph them.
   (CA Standard Trigonometry – 6.0)

4. **Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.**
### Model periodic phenomena with trigonometric functions

5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.

6. (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.

   6.1 Know the definitions of the inverse trigonometric functions and graph the functions. (CA Standard Trigonometry – 8.0)

   6.2 Compute, by hand, the values of the trigonometric functions and the inverse trigonometric functions at various standard points. (CA Standard Trigonometry – 9.0)

7. (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.

### Prove and apply trigonometric identities

8. Prove the Pythagorean identity sin²(θ) + cos²(θ) = 1 and use it to find sin(θ), cos(θ), or tan(θ) given sin(θ), cos(θ), or tan(θ) and the quadrant of the angle.

9. (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.

10. Demonstrate an understanding of half-angle and double-angle formulas for sines and cosines and can use those formulas to prove and/or simplify other trigonometric identities. (CA Standard Trigonometry – 11.0)

### Geometry

#### Congruence G-CO

#### Experiment with transformations in the plane

1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

### Understand congruence in terms of rigid motions

6. Use geometric descriptions of rigid motions to transform figures and to predict the
effect of a given rigid motion on a given figure; given two figures, use the
definition of congruence in terms of rigid motions to decide if they are congruent.
7. Use the definition of congruence in terms of rigid motions to show that two
triangles are congruent if and only if corresponding pairs of sides and
corresponding pairs of angles are congruent.
8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow
from the definition of congruence in terms of rigid motions.

Prove geometric theorems
9. Prove theorems about lines and angles. Theorems include: vertical angles are
congruent; when a transversal crosses parallel lines, alternate interior angles are
congruent and corresponding angles are congruent; points on a perpendicular
bisector of a line segment are exactly those equidistant from the segment’s
endpoints.
10. Prove theorems about triangles. Theorems include: measures of interior angles of
a triangle sum to 180°; base angles of isosceles triangles are congruent; the
segment joining midpoints of two sides of a triangle is parallel to the third side
and half the length; the medians of a triangle meet at a point.
10.1 Know and use the triangle inequality theorem.
(CA Standard Geometry – 6.0)
11. Prove theorems about parallelograms. Theorems include: opposite sides are
congruent, opposite angles are congruent, the diagonals of a parallelogram bisect
each other, and conversely, rectangles are parallelograms with congruent
diagonals.

Make geometric constructions
12. Make formal geometric constructions with a variety of tools and methods
(compass and straightedge, string, reflective devices, paper folding, dynamic
geometric software, etc.). Copying a segment; copying an angle; bisecting a
segment; bisecting an angle; constructing perpendicular lines, including the
perpendicular bisector of a line segment; and constructing a line parallel to a
given line through a point not on the line.
13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a
circle.

Similarity, Right Triangles, and Trigonometry G-SRT
Understand similarity in terms of similarity transformations
1. Verify experimentally the properties of dilations given by a center and a scale
factor:
a. A dilation takes a line not passing through the center of the dilation to a
parallel line, and leaves a line passing through the center unchanged.
b. The dilation of a line segment is longer or shorter in the ratio given by the
scale factor.
2. Given two figures, use the definition of similarity in terms of similarity
transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

**Prove theorems involving similarity**

4. Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.

5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

**Define trigonometric ratios and solve problems involving right triangles**

6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

7. Explain and use the relationship between the sine and cosine of complementary angles.

8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

8.1 Know and use angle and side relationships in problems with special right triangles, such as 30°, 60°, and 90° triangles and 45°, 45°, and 90° triangles. (CA Standard Geometry – 20.0)

**Apply trigonometry to general triangles**

9. (+) Derive the formula \( A = \frac{1}{2} ab \sin(C) \) for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.

10. (+) Prove the Laws of Sines and Cosines and use them to solve problems.

11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

**Circles G-C**

**Understand and apply theorems about circles**

1. Prove that all circles are similar.

2. Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.

4. (+) Construct a tangent line from a point outside a given circle to the circle.
Find arc lengths and areas of sectors of circles
5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

Expressing Geometric Properties with Equations G-GPE
Translate between the geometric description and the equation for a conic section
1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.
2. Derive the equation of a parabola given a focus and directrix.
3. (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.
3.1 Demonstrate and explain how the geometry of the graph of a conic section (e.g., asymptotes, foci, eccentricity) depends on the coefficients of the quadratic equation representing it. (CA Standard Algebra II – 16.0)
3.2 Given a quadratic equation of the form ax^2 + by^2 + cx + dy + e = 0, use the method for completing the square to put the equation into standard form and recognize whether the graph of the equation is a circle, ellipse, parabola, or hyperbola. Then graph the equation. (CA Standard Algebra II –17.0)
3.3 Be familiar with conic sections, both analytically and geometrically. (CA Standard Math Analysis – 5.0)

Use coordinates to prove simple geometric theorems algebraically
4. Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1,√3) lies on the circle centered at the origin and containing the point (0,2).
5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.

Geometric Measurement and Dimension G-GMD
Explain volume formulas and use them to solve problems
1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri’s principle, and informal limit arguments.
2. (+) Give an informal argument using Cavalieri’s principle for the formulas for the volume of a sphere and other solid figures.
3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.

**Visualize relationships between two-dimensional and three-dimensional objects**

4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
5. Determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids. (CA Standard Geometry – 11.0)

**Modeling with Geometry G-MG**

**Apply geometric concepts in modeling situations**

1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).
2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).
3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

**Polar Coordinates and Curves**

**Graph polar coordinates and curves**

1. Be familiar with polar coordinates. In particular, determine polar coordinates of a point given in rectangular coordinates and vice versa. (CA Standard Trigonometry – 15.0)
2. Represent equations given in rectangular coordinates in terms of polar coordinates. (CA Standard Trigonometry 16.0)
3. Be familiar with, and apply, polar coordinates and vectors in the plane. In particular, translate between polar and rectangular coordinates and interpret polar coordinates and vectors graphically. (CA Standard Math Analysis – 1.0)

**Definitions and Examples**

1. Demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning. (CA Standard Geometry – 1.0)

**Statistics and Probability**

**Interpreting Categorical and Quantitative Data**

**Summarize, represent, and interpret data on a single count or measurement variable**

1. Represent data with plots on the real number line (dot plots, histograms, and box plots).
2. Use statistics appropriate to the shape of the data distribution to compare center
(median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

**Summarize, represent, and interpret data on two categorical and quantitative variables**

5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
   a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. *Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.*
   b. Informally assess the fit of a function by plotting and analyzing residuals.
   c. Fit a linear function for a scatter plot that suggests a linear association.

**Interpret linear models**

7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

8. Compute (using technology) and interpret the correlation coefficient of a linear fit.

9. Distinguish between correlation and causation.

**Making Inferences and Justifying Conclusions S-IC**

**Understand and evaluate random processes underlying statistical experiments**

1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. *For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?*

**Make inferences and justify conclusions from sample surveys, experiments, and observational studies**

3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.
6. Evaluate reports based on data.

Conditional Probability and the Rules of Probability S-CP
Understand independence and conditional probability and use them to interpret data
1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).
2. Understand that two events $A$ and $B$ are independent if the probability of $A$ and $B$ occurring together is the product of their probabilities, and use this characterization to determine if they are independent.
3. Understand the conditional probability of $A$ given $B$ as $P(A \text{ and } B)/P(B)$, and interpret independence of $A$ and $B$ as saying that the conditional probability of $A$ given $B$ is the same as the probability of $A$, and the conditional probability of $B$ given $A$ is the same as the probability of $B$.
4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.
5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.

Use the rules of probability to compute probabilities of compound events in a uniform probability model
6. Find the conditional probability of $A$ given $B$ as the fraction of $B$’s outcomes that also belong to $A$, and interpret the answer in terms of the model.
7. Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.
8. (+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B|A) = P(B)P(A|B)$, and interpret the answer in terms of the model.
9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.
Using Probability to Make Decisions S-MD
Calculate expected values and use them to solve problems
1. (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.
2. (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.
3. (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.
4. (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?

Use probability to evaluate outcomes of decisions
5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.
   a. Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.
   b. Evaluate and compare strategies on the basis of expected values. For example, compare a high deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.
6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).
7. (+) Analyze decisions and strategies using probability concepts (e.g. product testing, medical testing, pulling a hockey goalie at the end of a game).

Calculus Standards
When taught in high school, calculus should be presented with the same level of depth and rigor as are entry-level college and university calculus courses. These standards outline a complete college curriculum in one variable calculus. Many high school programs may have insufficient time to cover all of the following content in a typical academic year. For example, some districts may treat differential equations lightly and spend substantial time on infinite sequences and series. Others may do the opposite. Consideration of the College Board syllabi for the Calculus AB and Calculus BC sections of the Advanced Placement Examination in Mathematics may be helpful in making
Calculus is a widely applied area of mathematics and involves a beautiful intrinsic theory. Students mastering this content will be exposed to both aspects of the subject.

1.0 Students demonstrate knowledge of both the formal definition and the graphical interpretation of limit of values of functions. This knowledge includes one-sided limits, infinite limits, and limits at infinity. Students know the definition of convergence and divergence of a function as the domain variable approaches either a number or infinity:
   1.1 Students prove and use theorems evaluating the limits of sums, products, quotients, and composition of functions.
   1.2 Students use graphical calculators to verify and estimate limits.
   1.3 Students prove and use special limits, such as the limits of \( \frac{\sin(x)}{x} \) and \( \frac{1 - \cos(x)}{x} \) as \( x \) tends to 0.

2.0 Students demonstrate knowledge of both the formal definition and the graphical interpretation of continuity of a function.

3.0 Students demonstrate an understanding and the application of the intermediate value theorem and the extreme value theorem.

4.0 Students demonstrate an understanding of the formal definition of the derivative of a function at a point and the notion of differentiability:
   4.1 Students demonstrate an understanding of the derivative of a function as the slope of the tangent line to the graph of the function.
   4.2 Students demonstrate an understanding of the interpretation of the derivative as an instantaneous rate of change. Students can use derivatives to solve a variety of problems from physics, chemistry, economics, and so forth that involve the rate of change of a function.
   4.3 Students understand the relation between differentiability and continuity.
   4.4 Students derive derivative formulas and use them to find the derivatives of algebraic, trigonometric, inverse trigonometric, exponential, and logarithmic functions.

5.0 Students know the chain rule and its proof and applications to the calculation of the derivative of a variety of composite functions.

6.0 Students find the derivatives of parametrically defined functions and use implicit differentiation in a wide variety of problems in physics, chemistry, economics, and so forth.

7.0 Students compute derivatives of higher orders.

8.0 Students know and can apply Rolle's theorem, the mean value theorem, and
L'Hôpital's rule.

9.0 Students use differentiation to sketch, by hand, graphs of functions. They can identify maxima, minima, inflection points, and intervals in which the function is increasing and decreasing.

10.0 Students know Newton's method for approximating the zeros of a function.

11.0 Students use differentiation to solve optimization (maximum-minimum problems) in a variety of pure and applied contexts.

12.0 Students use differentiation to solve related rate problems in a variety of pure and applied contexts.

13.0 Students know the definition of the definite integral by using Riemann sums. They use this definition to approximate integrals.

14.0 Students apply the definition of the integral to model problems in physics, economics, and so forth, obtaining results in terms of integrals.

15.0 Students demonstrate knowledge and proof of the fundamental theorem of calculus and use it to interpret integrals as antiderivatives.

16.0 Students use definite integrals in problems involving area, velocity, acceleration, volume of a solid, area of a surface of revolution, length of a curve, and work.

17.0 Students compute, by hand, the integrals of a wide variety of functions by using techniques of integration, such as substitution, integration by parts, and trigonometric substitution. They can also combine these techniques when appropriate.

18.0 Students know the definitions and properties of inverse trigonometric functions and the expression of these functions as indefinite integrals.

19.0 Students compute, by hand, the integrals of rational functions by combining the techniques in standard 17.0 with the algebraic techniques of partial fractions and completing the square.

20.0 Students compute the integrals of trigonometric functions by using the techniques noted above.

21.0 Students understand the algorithms involved in Simpson's rule and Newton's method. They use calculators or computers or both to approximate integrals numerically.
22.0 Students understand improper integrals as limits of definite integrals.

23.0 Students demonstrate an understanding of the definitions of convergence and divergence of sequences and series of real numbers. By using such tests as the comparison test, ratio test, and alternate series test, they can determine whether a series converges.

24.0 Students understand and can compute the radius (interval) of the convergence of power series.

25.0 Students differentiate and integrate the terms of a power series in order to form new series from known ones.

26.0 Students calculate Taylor polynomials and Taylor series of basic functions, including the remainder term.

27.0 Students know the techniques of solution of selected elementary differential equations and their applications to a wide variety of situations, including growth-and-decay problems.

**Biology A/Biology B**

### Cell Biology

1. The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells. As a basis for understanding this concept:
   
a. Students know cells are enclosed within semi permeable membranes that regulate their interaction with their surroundings.

b. Students know enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings.

c. Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.

d. Students know the central dogma of molecular biology outlines the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins on ribosomes in the cytoplasm.

e. Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins.
f. Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.

g. Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.

h. Students know most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.

i. Students know how chemiosmotic gradients in the mitochondria and chloroplast store energy for ATP production.

j. Students know how eukaryotic cells are given shape and internal organization by a cytoskeletal or cell wall or both.

**Genetics**

2. Mutation and sexual reproduction lead to genetic variation in a population. As a basis for understanding this concept:

   a. Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.

   b. Students know only certain cells in a multicellular organism undergo meiosis.

   c. Students know how random chromosome segregation explains the probability that a particular allele will be in a gamete.

   d. Students know new combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization).

   e. Students know why approximately half of an individual's DNA sequence comes from each parent.

   f. Students know the role of chromosomes in determining an individual's sex.

   g. Students know how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.

3. A multi cellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. As a basis for understanding this concept:

   a. Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).

   b. Students know the genetic basis for Mendel's laws of segregation and independent assortment.
c. Students know how to predict the probable mode of inheritance from a pedigree diagram showing phenotypes.

d. Students know how to use data on frequency of recombination at meiosis to estimate genetic distances between loci and to interpret genetic maps of chromosomes.

4. Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism. As a basis for understanding this concept:

   a. Students know the general pathway by which ribosomes synthesize proteins, using RNAs to translate genetic information in mRNA.

   b. Students know how to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.

   c. Students know how mutations in the DNA sequence of a gene may or may not affect the expression of the gene or the sequence of amino acids in an encoded protein.

   d. Students know specialization of cells in multicellular organisms is usually due to different patterns of gene expression rather than to differences of the genes themselves.

   e. Students know proteins can differ from one another in the number and sequence of amino acids.

   f. Students know why proteins having different amino acid sequences typically have different shapes and chemical properties.

5. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. As a basis for understanding this concept:

   a. Students know the general structures and functions of DNA, RNA, and protein.

   b. Students know how to apply base-pairing rules to explain precise copying of DNA during semi-conservative replication and transcription of information from DNA into mRNA.

   c. Students know how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.

   d. Students know how basic DNA technology (restriction digestion by endonucleases, gel electrophoresis, ligation, and transformation) is used to construct recombinant DNA molecules.

   e. Students know how exogenous DNA can be inserted into bacterial cells to alter their genetic makeup and support expression of new protein products.
Ecology

6. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept:
   a. Students know bio diversity is the sum total of different kinds of organisms and is affected by alterations of habitats.
   b. Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.
   c. Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
   d. Students know how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.
   e. Students know a vital part of an ecosystem is the stability of its producers and decomposers.
   f. Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid.
   g. Students know how to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change.

Evolution

7. The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time. As a basis for understanding this concept:
   a. Students know why natural selection acts on the phenotype rather than the genotype of an organism.
   b. Students know why alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool.
   c. Students know new mutations are constantly being generated in a gene pool.
   d. Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.
   e. Students know the conditions for Hardy-Weinberg equilibrium in a population and why these conditions are not likely to appear in nature.
f. Students know how to solve the Hardy-Weinberg equation to predict the frequency of genotypes in a population, given the frequency of phenotypes.

8. Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept:
   a. Students know how natural selection determines the differential survival of groups of organisms.
   b. Students know a great diversity of species increases the chance that at least some organisms survive major changes in the environment.
   c. Students know the effects of genetic drift on the diversity of organisms in a population.
   d. Students know reproductive or geographic isolation affects speciation.
   e. Students know how to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.
   f. Students know how to use comparative embryology, DNA or protein sequence comparisons, and other independent sources of data to create a branching diagram (cladogram) that shows probable evolutionary relationships.
   g. Students know how several independent molecular clocks, calibrated against each other and combined with evidence from the fossil record, can help to estimate how long ago various groups of organisms diverged evolutionarily from one another.

Physiology

9. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment. As a basis for understanding this concept:
   a. Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.
   b. Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment.
   c. Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body.
   d. Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses.
   e. Students know the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.
f. Students know the individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, and lipases), stomach acid, and bile salts.

g. Students know the homeostatic role of the kidneys in the removal of nitrogenous wastes and the role of the liver in blood detoxification and glucose balance.

h. Students know the cellular and molecular basis of muscle contraction, including the roles of action, myosin, $Ca^{+2}$, and ATP.

i. Students know how hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms.

10. Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response:

a. Students know the role of the skin in providing nonspecific defenses against infection.

b. Students know the role of antibodies in the body's response to infection.

c. Students know how vaccination protects an individual from infectious diseases.

d. Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections.

e. Students know why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign.

f. Students know the roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.

**Chemistry A/Chemistry B**

**Atomic and Molecular Structure**

1. The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure. As a basis for understanding this concept:

a. Students know how to relate the position of an element in the periodic table to its atomic number and atomic mass.

b. Students know how to use the periodic table to identify metals, semimetals, nonmetals, and halogens.
c. Students know how to use the periodic table to identify alkali metals, alkaline earth metals and transition metals, trends in ionization energy, electronegativity, and the relative sizes of ions and atoms.

d. Students know how to use the periodic table to determine the number of electrons available for bonding.

e. Students know the nucleus of the atom is much smaller than the atom yet contains most of its mass.

f. Students know how to use the periodic table to identify the lanthanide, actinide, and transactinide elements and know that the transuranium elements were synthesized and identified in laboratory experiments through the use of nuclear accelerators.

g. Students know how to relate the position of an element in the periodic table to its quantum electron configuration and to its reactivity with other elements in the table.

h. Students know the experimental basis for Thomson's discovery of the electron, Rutherford's nuclear atom, Millikan's oil drop experiment, and Einstein's explanation of the photoelectric effect.

i. Students know the experimental basis for the development of the quantum theory of atomic structure and the historical importance of the Bohr model of the atom.

j. Students know that spectral lines are the result of transitions of electrons between energy levels and that these lines correspond to photons with a frequency related to the energy spacing between levels by using Planck's relationship ($E = h\nu$).

Chemical Bonds

2. Biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules. As a basis for understanding this concept:

a. Students know atoms combine to form molecules by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds.

b. Students know chemical bonds between atoms in molecules such as H₂, CH₄, NH₃, H₂CCH₂, N₂, Cl₂, and many large biological molecules are covalent.

c. Students know salt crystals, such as NaCl, are repeating patterns of positive and negative ions held together by electrostatic attraction.

d. Students know the atoms and molecules in liquids move in a random pattern relative to one another because the intermolecular forces are too weak to hold the atoms or molecules in a solid form.
e. Students know how to draw Lewis dot structures.

f. Students know how to predict the shape of simple molecules and their polarity from Lewis dot structures.

g. Students know how electronegativity and ionization energy relate to bond formation.

h. Students know how to identify solids and liquids held together by van der Waals forces or hydrogen bonding and relate these forces to volatility and boiling/melting point temperatures.

**Conservation of Matter and Stoichiometry**

3. The conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants. As a basis for understanding this concept:

   a. Students know how to describe chemical reactions by writing balanced equations.

   b. Students know the quantity one mole is set by defining one mole of carbon 12 atoms to have a mass of exactly 12 grams.

   c. Students know one mole equals $6.02\times 10^{23}$ particles (atoms or molecules).

   d. Students know how to determine the molar mass of a molecule from its chemical formula and a table of atomic masses and how to convert the mass of a molecular substance to moles, number of particles, or volume of gas at standard temperature and pressure.

   e. Students know how to calculate the masses of reactants and products in a chemical reaction from the mass of one of the reactants or products and the relevant atomic masses.

   f. Students know how to calculate percent yield in a chemical reaction.

   g. Students know how to identify reactions that involve oxidation and reduction and how to balance oxidation-reduction reactions.

**Gases and Their Properties**

4. The kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases. As a basis for understanding this concept:

   a. Students know the random motion of molecules and their collisions with a surface create the observable pressure on that surface.

   b. Students know the random motion of molecules explains the diffusion of gases.
c. Students know how to apply the gas laws to relations between the pressure, temperature, and volume of any amount of an ideal gas or any mixture of ideal gases.

d. Students know the values and meanings of standard temperature and pressure (STP).

e. Students know how to convert between the Celsius and Kelvin temperature scales.

f. Students know there is no temperature lower than 0 Kelvin.

g. Students know the kinetic theory of gases relates the absolute temperature of a gas to the average kinetic energy of its molecules or atoms.

h. Students know how to solve problems by using the ideal gas law in the form \( PV = nRT \).

i. Students know how to apply Dalton's law of partial pressures to describe the composition of gases and Graham's law to predict diffusion of gases.

**Acids and Bases**

5. Acids, bases, and salts are three classes of compounds that form ions in water solutions. As a basis for understanding this concept:

a. Students know the observable properties of acids, bases, and salt solutions.

b. Students know acids are hydrogen-ion-donating and bases are hydrogen-ion-accepting substances.

c. Students know strong acids and bases fully dissociate and weak acids and bases partially dissociate.

d. Students know how to use the pH scale to characterize acid and base solutions.

e. Students know the Arrhenius, Brønsted-Lowry, and Lewis acid-base definitions.

f. Students know how to calculate pH from the hydrogen-ion concentration.

g. Students know buffers stabilize pH in acid-base reactions.

**Solutions**

6. Solutions are homogeneous mixtures of two or more substances. As a basis for understanding this concept:

a. Students know the definitions of solute and solvent.

b. Students know how to describe the dissolving process at the molecular level by using the concept of random molecular motion.

c. Students know temperature, pressure, and surface area affect the dissolving process.
d. Students know how to calculate the concentration of a solute in terms of grams per liter, molarity, parts per million, and percent composition.

e. Students know the relationship between the molality of a solute in a solution and the solution's depressed freezing point or elevated boiling point.

f. Students know how molecules in a solution are separated or purified by the methods of chromatography and distillation.

**Chemical Thermodynamics**

7. Energy is exchanged or transformed in all chemical reactions and physical changes of matter. As a basis for understanding this concept:

a. Students know how to describe temperature and heat flow in terms of the motion of molecules (or atoms).

b. Students know chemical processes can either release (exothermic) or absorb (endothermic) thermal energy.

c. Students know energy is released when a material condenses or freezes and is absorbed when a material evaporates or melts.

d. Students know how to solve problems involving heat flow and temperature changes, using known values of specific heat and latent heat of phase change.

e. Students know how to apply Hess's law to calculate enthalpy change in a reaction.

f. Students know how to use the Gibbs free energy equation to determine whether a reaction would be spontaneous.

**Reaction Rates**

8. Chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules. As a basis for understanding this concept:

a. Students know the rate of reaction is the decrease in concentration of reactants or the increase in concentration of products with time.

b. Students know how reaction rates depend on such factors as concentration, temperature, and pressure.

c. Students know the role a catalyst plays in increasing the reaction rate.

d. Students know the definition and role of activation energy in a chemical reaction.

**Chemical Equilibrium**

9. Chemical equilibrium is a dynamic process at the molecular level. As a basis for understanding this concept:
a. Students know how to use Le Chatelier's principle to predict the effect of changes in concentration, temperature, and pressure.
b. Students know equilibrium is established when forward and reverse reaction rates are equal.
c. Students know how to write and calculate an equilibrium constant expression for a reaction.

Organic Chemistry and Biochemistry

10. The bonding characteristics of carbon allow the formation of many different organic molecules of varied sizes, shapes, and chemical properties and provide the biochemical basis of life. As a basis for understanding this concept:
   a. Students know large molecules (polymers), such as proteins, nucleic acids, and starch, are formed by repetitive combinations of simple subunits.
   b. Students know the bonding characteristics of carbon that result in the formation of a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules.
   c. Students know amino acids are the building blocks of proteins.
   d. Students know the system for naming the ten simplest linear hydrocarbons and isomers that contain single bonds, simple hydrocarbons with double and triple bonds, and simple molecules that contain a benzene ring.
   e. Students know how to identify the functional groups that form the basis of alcohols, ketones, ethers, amines, esters, aldehydes, and organic acids.
   f. Students know the R-group structure of amino acids and know how they combine to form the polypeptide backbone structure of proteins.

Nuclear Processes

11. Nuclear processes are those in which an atomic nucleus changes, including radioactive decay of naturally occurring and human-made isotopes, nuclear fission, and nuclear fusion. As a basis for understanding this concept:
   a. Students know protons and neutrons in the nucleus are held together by nuclear forces that overcome the electromagnetic repulsion between the protons.
   b. Students know the energy release per gram of material is much larger in nuclear fusion or fission reactions than in chemical reactions. The change in mass (calculated by $E = mc^2$) is small but significant in nuclear reactions.
   c. Students know some naturally occurring isotopes of elements are radioactive, as are isotopes formed in nuclear reactions.
d. Students know the three most common forms of radioactive decay (alpha, beta, and gamma) and know how the nucleus changes in each type of decay.

e. Students know alpha, beta, and gamma radiation produce different amounts and kinds of damage in matter and have different penetrations.

f. Students know how to calculate the amount of a radioactive substance remaining after an integral number of half-lives have passed.

g. Students know protons and neutrons have substructures and consist of particles called quarks.

**Physics A/Physics B**

**Motion and Forces**

1. Newton's laws predict the motion of most objects. As a basis for understanding this concept:
   a. Students know how to solve problems that involve constant speed and average speed.
   b. Students know that when forces are balanced, no acceleration occurs; thus an object continues to move at a constant speed or stays at rest (Newton's first law).
   c. Students know how to apply the law \( F=ma \) to solve one-dimensional motion problems that involve constant forces (Newton's second law).
   d. Students know that when one object exerts a force on a second object, the second object always exerts a force of equal magnitude and in the opposite direction (Newton's third law).
   e. Students know the relationship between the universal law of gravitation and the effect of gravity on an object at the surface of Earth.
   f. Students know applying a force to an object perpendicular to the direction of its motion causes the object to change direction but not speed (e.g., Earth's gravitational force causes a satellite in a circular orbit to change direction but not speed).
   g. Students know circular motion requires the application of a constant force directed toward the center of the circle.
   h. Students know Newton's laws are not exact but provide very good approximations unless an object is moving close to the speed of light or is small enough that quantum effects are important.
   i. Students know how to solve two-dimensional trajectory problems.
j. Students know how to resolve two-dimensional vectors into their components and calculate the magnitude and direction of a vector from its components.

k. Students know how to solve two-dimensional problems involving balanced forces (statics).

l. Students know how to solve problems in circular motion by using the formula for centripetal acceleration in the following form: \( a = \frac{v^2}{r} \).

m. Students know how to solve problems involving the forces between two electric charges at a distance (Coulomb's law) or the forces between two masses at a distance (universal gravitation).

**Conservation of Energy and Momentum**

2. The laws of conservation of energy and momentum provide a way to predict and describe the movement of objects. As a basis for understanding this concept:
   
a. Students know how to calculate kinetic energy by using the formula \( E = \frac{1}{2}mv^2 \).

b. Students know how to calculate changes in gravitational potential energy near Earth by using the formula (change in potential energy) = mg\(h \) (\(h \) is the change in the elevation).

c. Students know how to solve problems involving conservation of energy in simple systems, such as falling objects.

d. Students know how to calculate momentum as the product \( mn \).

e. Students know momentum is a separately conserved quantity different from energy.

f. Students know an unbalanced force on an object produces a change in its momentum.

g. Students know how to solve problems involving elastic and inelastic collisions in one dimension by using the principles of conservation of momentum and energy.

h. Students know how to solve problems involving conservation of energy in simple systems with various sources of potential energy, such as capacitors and springs.

**Heat and Thermodynamics**

3. Energy cannot be created or destroyed, although in many processes energy is transferred to the environment as heat. As a basis for understanding this concept:

   a. Students know heat flow and work are two forms of energy transfer between systems.
b. Students know that the work done by a heat engine that is working in a cycle is the difference between the heat flow into the engine at high temperature and the heat flow out at a lower temperature (first law of thermodynamics) and that this is an example of the law of conservation of energy.

c. Students know the internal energy of an object includes the energy of random motion of the object's atoms and molecules, often referred to as thermal energy. The greater the temperature of the object, the greater the energy of motion of the atoms and molecules that make up the object.

d. Students know that most processes tend to decrease the order of a system over time and that energy levels are eventually distributed uniformly.

e. Students know that entropy is a quantity that measures the order or disorder of a system and that this quantity is larger for a more disordered system.

f. Students know the statement "Entropy tends to increase" is a law of statistical probability that governs all closed systems (second law of thermodynamics).

g. Students know how to solve problems involving heat flow, work, and efficiency in a heat engine and know that all real engines lose some heat to their surroundings.

Waves

4. Waves have characteristic properties that do not depend on the type of wave. As a basis for understanding this concept:

a. Students know waves carry energy from one place to another.

b. Students know how to identify transverse and longitudinal waves in mechanical media, such as springs and ropes, and on the earth (seismic waves).

c. Students know how to solve problems involving wavelength, frequency, and wave speed.

d. Students know sound is a longitudinal wave whose speed depends on the properties of the medium in which it propagates.

e. Students know radio waves, light, and X-rays are different wavelength bands in the spectrum of electromagnetic waves whose speed in a vacuum is approximately $3 \times 10^8$ m/s (186,000 miles/second).

f. Students know how to identify the characteristic properties of waves: interference (beats), diffraction, refraction, Doppler effect, and polarization.
Electric and Magnetic Phenomena

5. Electric and magnetic phenomena are related and have many practical applications. As a basis for understanding this concept:
   a. Students know how to predict the voltage or current in simple direct current (DC) electric circuits constructed from batteries, wires, resistors, and capacitors.
   b. Students know how to solve problems involving Ohm's law.
   c. Students know any resistive element in a DC circuit dissipates energy, which heats the resistor. Students can calculate the power (rate of energy dissipation) in any resistive circuit element by using the formula Power = IR (potential difference) × I (current) = I²R.
   d. Students know the properties of transistors and the role of transistors in electric circuits.
   e. Students know charged particles are sources of electric fields and are subject to the forces of the electric fields from other charges.
   f. Students know magnetic materials and electric currents (moving electric charges) are sources of magnetic fields and are subject to forces arising from the magnetic fields of other sources.
   g. Students know how to determine the direction of a magnetic field produced by a current flowing in a straight wire or in a coil.
   h. Students know changing magnetic fields produce electric fields, thereby inducing currents in nearby conductors.
   i. Students know plasmas, the fourth state of matter, contain ions or free electrons or both and conduct electricity.
   j. Students know electric and magnetic fields contain energy and act as vector force fields.
   k. Students know the force on a charged particle in an electric field is qE, where E is the electric field at the position of the particle and q is the charge of the particle.
   l. Students know how to calculate the electric field resulting from a point charge.
   m. Students know static electric fields have as their source some arrangement of electric charges.
   n. Students know the magnitude of the force on a moving particle (with charge q) in a magnetic field is qvB sin(a), where a is the angle between v and B (v and B are the magnitudes of vectors v and B, respectively), and students use the right-hand rule to find the direction of this force.
   o. Students know how to apply the concepts of electrical and gravitational potential energy to solve problems involving conservation of energy.
10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.

1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.
2. Trace the development of the Western political ideas of the rule of law and illegitimacy of the individual. Consider the influence of the U.S. Constitution on political systems in the contemporary world.

10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).
2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).
3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.
4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.
5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

1. Analyze why England was the first country to industrialize.
2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, and Thomas Edison).
3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.

5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.

7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.

10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.

1. Describe the rise of industrial economies and their link to imperialism and colonial-ism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).

2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.

3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.

4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

10.5 Students analyze the causes and course of the First World War.

1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of "total war."

2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, and climate).

3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.

4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.
5. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.

10.6 Students analyze the effects of the First World War.

1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States's rejection of the League of Nations on world politics.
2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.
3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.
4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).

10.7 Students analyze the rise of totalitarian governments after World War I.

1. Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).
2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).
3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

10.8 Students analyze the causes and consequences of World War II.

1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.
2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.
3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.
4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, and Dwight Eisenhower).

5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.

6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

10.9 Students analyze the international developments in the post-World World War II world.

1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.

2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.

3. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.

4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).

5. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.

6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.

7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.

10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.

1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, and computers).

US History A/US History B

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.
2. Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.
3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.
4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.

11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

1. Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's The Jungle.
2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.

3. Trace the effect of the Americanization movement.

4. Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.

5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.

6. Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.

7. Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, and Dwight L. Moody).

8. Examine the effect of political programs and activities of Populists.

9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, and Hiram Johnson).

11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.

1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities).

2. Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.

3. Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).

4. Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.

5. Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.

11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.
1. List the purpose and the effects of the Open Door policy.
3. Discuss America's role in the Panama Revolution and the building of the Panama Canal.
5. Analyze the political, economic, and social ramifications of World War I on the home front.
6. Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

1. Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.
2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.
3. Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).
4. Analyze the passage of the Nineteenth Amendment and the changing role of women in society.
5. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).
6. Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.
7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.
1. Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.

2. Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.

3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.

4. Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).

5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.

11.7 Students analyze America's participation in World War II.

1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.

2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.

3. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).

4. Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).

5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.

6. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.
7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).
8. Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.

11.8 Students analyze the economic boom and social transformation of post-World War II America.

1. Trace the growth of service sector, white collar, and professional sector jobs in business and government.
2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.
3. Examine new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.
4. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.
5. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.
6. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.
7. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).

11.9 Students analyze U.S. foreign policy since World War II.

1. Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.
2. Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.
3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:
   o The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting
   o The Truman Doctrine
The Berlin Blockade
The Korean War
The Bay of Pigs invasion and the Cuban Missile Crisis
Atomic testing in the American West, the "mutual assured destruction" doctrine, and disarmament policies
The Vietnam War
Latin American policy

4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the "nuclear freeze" movement).

5. Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.

6. Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.

7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.

11.10 Students analyze the development of federal civil rights and voting rights.

1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.


3. Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.

4. Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm X, Thurgood Marshall, James Farmer, and Rosa Parks), including the significance of Martin Luther King, Jr.’s "Letter from Birmingham Jail" and "I Have a Dream" speech.

5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.

6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth
Amendment, with an emphasis on equality of access to education and to the political process.

7. Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

1. Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.

2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).

3. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.

4. Explain the constitutional crisis originating from the Watergate scandal.

5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.

6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.

7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.

Principles of Democracy

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

1. Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.
2. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.

3. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."

4. Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the Federalist Papers.

5. Describe the systems of separated and shared powers, the role of organized interests (Federalist Paper Number 10), checks and balances (Federalist Paper Number 51), the importance of an independent judiciary (Federalist Paper Number 78), enumerated powers, rule of law, federalism, and civilian control of the military.

6. Understand that the Bill of Rights limits the powers of the federal government and state governments.

12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).

2. Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).

3. Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.

4. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.

5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.

6. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their
interdependence, and the meaning and importance of those values and principles for a free society.

1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.
2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.
3. Discuss the historical role of religion and religious diversity.
4. Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.

1. Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.
2. Explain the process through which the Constitution can be amended.
3. Identify their current representatives in the legislative branch of the national government.
4. Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.
5. Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.
6. Explain the processes of selection and confirmation of Supreme Court justices.

12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

1. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.
2. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).
3. Evaluate the effects of the Court's interpretations of the Constitution in *Marbury v. Madison*, *McCulloch v. Maryland*, and *United States v. Nixon*, with emphasis on the arguments espoused by each side in these cases.


12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.

1. Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.

2. Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.

3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.

4. Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).

5. Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).

6. Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.

12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.

1. Explain how conflicts between levels of government and branches of government are resolved.

2. Identify the major responsibilities and sources of revenue for state and local governments.

3. Discuss reserved powers and concurrent powers of state governments.

4. Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.

5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.

6. Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.
7. Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.

8. Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.

12.8 Students evaluate and take and defend positions on the influence of the media on American political life.

1. Discuss the meaning and importance of a free and responsible press.

2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.

3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.

1. Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.

2. Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher).

3. Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government.

4. Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, and Cambodia).

5. Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.

6. Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.

7. Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).
8. Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.

12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

Economics

12.1 Students understand common economic terms and concepts and economic reasoning.

1. Examine the causal relationship between scarcity and the need for choices.
2. Explain opportunity cost and marginal benefit and marginal cost.
3. Identify the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior.
4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.
5. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).

12.2 Students analyze the elements of America's market economy in a global setting.

1. Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.
2. Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.
3. Explain the roles of property rights, competition, and profit in a market economy.
4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.
5. Understand the process by which competition among buyers and sellers determines a market price.
6. Describe the effect of price controls on buyers and sellers.
7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
8. Explain the role of profit as the incentive to entrepreneurs in a market economy.
9. Describe the functions of the financial markets.
10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

12.3 Students analyze the influence of the federal government on the American economy.

1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.
2. Identify the factors that may cause the costs of government actions to outweigh the benefits.
3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.
4. Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).

12.4 Students analyze the elements of the U.S. labor market in a global setting.

1. Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.
2. Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.
3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.
4. Explain the effects of international mobility of capital and labor on the U.S. economy.

12.5 Students analyze the aggregate economic behavior of the U.S. economy.

1. Distinguish between nominal and real data.
2. Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, inflation or deflation rate, and a rate of economic growth.
3. Distinguish between short-term and long-term interest rates and explain their relative significance.
12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States's borders.

1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.

2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.

3. Understand the changing role of international political borders and territorial sovereignty in a global economy.

4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.

Adv PE 1A/Adv PE 1B

Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

1.1 Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.

1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities.

1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, and individual and dual activities.

1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatic and individual and dual activities.

1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy); apply the principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities; and evaluate the performance based on the use of the principles.

1.6 Examine the physical, emotional, cognitive, and scientific factors that affect performance and explain the relationship between those factors.
1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, rhythms/dance, individual activities, and dual activities.

1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.

1.9 Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.

1.10 Analyze situations and determine appropriate strategies for improved performance in aquatic, rhythms/dance, and individual and dual activities.

1.11 Assess the effect/outcome of a particular performance strategy in aquatic, rhythms/dance, and individual and dual activities.

1.12 Demonstrate independent learning of movement skills.

2.1 Participate in moderate to vigorous physical activity at least four days each week.

3.1 Accept personal responsibility to create and maintain a physically and emotionally safe and non-threatening environment for physical activity.

3.2 Act independently of negative peer pressure during physical activity.

3.3 Identify and evaluate personal psychological responses to physical activity.

3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one’s best in physical activities.

3.5 Develop personal goals to improve one’s performance in physical activities.

Social Interaction

3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.

3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.

3.8 Recognize the value of physical activity in understanding multiculturalism.
3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.

3.10 Identify and utilize the potential strengths of each individual in physical activities.

Adv PE 2A/Adv PE 2B

Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.
1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.
1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.
1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.
1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.
1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.
1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.
1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.
1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.
1.12 Evaluate independent learning of movement skills.
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

2.1 Participate in moderate to vigorous physical activity at least four days each week.
2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.
2.3 Identify and achieve levels of excellence in physical fitness that enhances physical and mental performance beyond the standards established by scientifically based health-related fitness assessments.
2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.
2.5 Justify the use of particular physical activities to achieve desired fitness goals.
2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.
2.7 Develop and implement an appropriate personal physical fitness program for a family or community member.
2.8 Explain how to evaluate consumer physical fitness products and programs.
2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance.
2.10 Evaluate the availability and quality of fitness resources in the community.
2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

3.1 Participate in physical activities for personal enjoyment.
3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.
3.3 Evaluate the psychological benefits derived from regular participation in physical activity.
3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
3.5 Evaluate and refine personal goals to improve performance in physical activities.
Social Interaction

3.6 Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.

3.7 Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.

Group Dynamics

3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.

3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.

Health Education Nutrition and Physical Activity

Standard 1: Essential Concepts

1.1.N Distinguish between facts and myths regarding nutrition practices, products, and physical performance.

1.2.N Research and discuss the practical use of current research-based guidelines for a nutritionally balanced diet.

1.3.N Explain the importance of variety and moderation in food selection and consumption.

1.4.N Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.

1.5.N Describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis.

1.6.N Explain how to keep food safe through proper food purchasing, preparation, and storage practices.

1.7.N Describe nutrition practices that are important for the health of a pregnant woman and her baby.

1.8.N Describe the prevalence, causes, and long-term consequences of unhealthy eating.

1.9.N Analyze the relationship between physical activity and overall health.

1.10.N Evaluate various approaches to maintaining a healthy weight.

1.11.N Identify the causes, symptoms, and harmful effects of eating disorders.
1.13.N Describe the amounts and types of physical activity recommended for teenagers’ overall health and for the maintenance of a healthy body weight.
1.15.N Explain the physical, academic, mental, and social benefits of physical activity and the relationship between a sedentary lifestyle and chronic disease.

**Standard 2: Analyzing Influences**

2.1.N Evaluate internal and external influences that affect food choices.
2.2.N Assess personal barriers to healthy eating and physical activity.
2.3.N Distinguish between facts and myths regarding nutrition practices, products, and physical performance.
2.4.N Analyze the impact of nutritional choices on future reproductive and prenatal health.
2.5.N Analyze the impact of various influences, including the environment, on eating habits and attitudes toward weight management.
2.6.N Analyze internal and external influences that affect physical activity.

**Standard 3: Accessing Valid Information**

3.1.N Access sources of accurate information about safe and healthy weight management.
3.2.N Evaluate the accuracy of claims about food and dietary supplements.
3.3.N Describe how to use nutrition information on food labels to compare products.
3.4.N Evaluate the accuracy of claims about the safety of fitness products.
3.5.N Describe community programs and services that help people gain access to affordable, healthy foods.
3.6.N Describe internal and external influences that affect physical activity.

**Standard 4: Interpersonal Communication**

4.1 N Analyze positive strategies to communicate healthy eating and physical activity needs at home, at school, and in the community.
4.2.N Practice how to refuse less-nutritious foods in social settings.

**Standard 5: Decision Making**
5.1.N Demonstrate how nutritional needs are affected by age, gender, activity level, pregnancy, and health status.
5.2.N Use a decision-making process to plan nutritionally adequate meals at home and away from home.
5.3.N Demonstrate how to use safe food handling procedures when preparing meals and snacks.

Standard 6: Goal Setting

6.1.N Assess one’s personal nutrition needs and physical activity level.
6.2.N Develop practical solutions for removing barriers to healthy eating and physical activity.
6.3.N Create a personal nutrition and physical activity plan based on current guidelines.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.N Select healthy foods and beverages in a variety of settings.
7.2.N Critique one’s personal diet for overall balance of key nutrients.
7.3.N Identify strategies for eating more fruits and vegetables.
7.4.N Describe how to take more personal responsibility for eating healthy foods.
7.5.N Participate in school and community activities that promote fitness and health.

Standard 8: Health Promotion

8.1.N Advocate enhanced nutritional options in the school and community.
8.2.N Educate family and peers about choosing healthy foods.

Growth, Development, and Sexual Health

Standard 1: Essential Concepts

1.1.G Describe physical, social, and emotional changes associated with being a young adult.
1.2.G Explain how conception occurs, the stages of pregnancy, and the responsibilities of parenting.
1.3.G Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage.
1.4.G Identify why abstinence is the most effective method for the prevention of HIV, other STDs, and pregnancy.
1.5.G Summarize fertilization, fetal development, and childbirth.
1.6.G Explain responsible prenatal and perinatal care and parenting, including California’s Safely Surrendered Baby Law.
1.7.G Describe the short- and long-term effects of HIV, AIDS, and other STDs.
1.8.G Analyze STD rates among teens.
1.9.G Explain laws related to sexual behavior and the involvement of minors.
1.10.G Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.
1.11.G Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.
1.12.G Evaluate the safety and effectiveness (including success and failure rates) of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy.

**Standard 2: Analyzing Influences**

2.1.G Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity.
2.2.G Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.
2.3.G Assess the discrepancies between actual and perceived social norms related to sexual activity among teenagers.
2.4.G Assess situations that could lead to pressure for sexual activity and to the risk of HIV, other STDs, and pregnancy.
2.5.G Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.

**Standard 3: Accessing Valid Information**

3.1.G Analyze the validity of health information, products, and services related to reproductive and sexual health.
3.2.G Identify local resources concerning reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD testing, and medical care.
3.3.G Compare the success and failure rates of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy.
3.4.G Evaluate laws related to sexual involvement with minors.

**Standard 4: Interpersonal Communication**

4.1.G Analyze how interpersonal communication affects relationships.
4.2.G Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and pregnancy.
4.3.G Demonstrate effective communication skills within healthy dating relationships.

**Standard 5: Decision Making**

5.1.G Use a decision-making process to evaluate the physical, emotional, and social benefits of abstinence, monogamy, and the avoidance of multiple sexual partners.
5.2.G Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health.
5.3.G Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation.
5.4.G Evaluate the risks and consequences associated with sexual activities, including HIV, other STDs, and pregnancy.
5.5 G Use a decision-making process to analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation.
5.6.G Use a decision-making process to evaluate the social, emotional, physical, and economic effects of teen pregnancy on the child, the teen parent, the family, and society.
5.7.G Use a decision-making process to evaluate the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention.

**Standard 6: Goal Setting**

6.1.G Evaluate how HIV, AIDS, other STDs, or pregnancy could impact life goals.
6.2.G Identify short- and long-term goals related to abstinence and maintaining reproductive and sexual health, including the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention.

**Standard 7: Practicing Health-Enhancing Behaviors**

7.1.G Describe personal actions that can protect sexual and reproductive health (including one’s ability to deliver a healthy baby in adulthood).
**Standard 8: Health Promotion**

8.1.G Encourage and support safe, respectful, and responsible relationships.
8.2.G Advocate the respect for and the dignity of persons living with HIV or AIDS.
8.3.G Support others in making positive and healthful choices about sexual behavior.

**Injury Prevention and Safety**

**Standard 1: Essential Concepts**

1.1.S Discuss ways to reduce the risk of injuries that can occur during athletic and social activities.
1.2.S Recognize potentially harmful or abusive relationships, including dangerous dating situations.
1.3.S Analyze emergency preparedness plans for the home, the school, and the community.
1.4.S Examine ways that injuries are caused while traveling to and from school and in the community.
1.5.S Describe rules and laws intended to prevent injuries.
1.6.S Evaluate the risks and responsibilities associated with teen driving and auto accidents.
1.7.S Discuss the characteristics of gang members.
1.8.S Describe California laws regarding bullying, sexual violence, and sexual harassment.
1.9.S Explain the effects of violence on individuals, families, and communities.
1.10.S Describe procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding.
1.11.S Identify ways to stay safe during natural disasters and emergency situations (e.g., landslides, floods, earthquakes, wildfires, electrical storms, winter storms, and terrorist attacks).
1.12.S Identify ways to prevent situations that might harm vision, hearing, or dental health.
Standard 2: Analyzing Influences

2.1.S Analyze internal and external influences on personal, family, and community safety.
2.2.S Analyze the influence of alcohol and other drug use on personal, family, and community safety.
2.3.S Explain how one’s behavior when traveling as a passenger in a vehicle influences the behavior of others.
2.4.S Analyze why it is risky to belong to a gang.

Standard 3: Accessing Valid Information

3.1.S Analyze sources of information and services concerning safety and violence prevention.
3.2.S Analyze community resources for disaster preparedness.

Standard 4: Interpersonal Communication

4.1.S Demonstrate effective negotiation skills for avoiding dangerous and risky situations.
4.2.S Use effective communication skills for preventing and reporting sexual assault and molestation.

Standard 5: Decision Making

5.1.S Apply a decision-making process to avoid potentially dangerous situations.
5.2.S Analyze the laws regarding and detrimental effects of sexual harassment.
5.3.S Analyze the consequences of gang involvement for self, family, and the community.
5.4.S Analyze the consequences of violence for self, family, and the community.

Standard 6: Goal Setting

6.1.S Develop a plan to prevent injuries during emergencies and natural disasters.

Standard 7: Injury and Prevention

7.1.S Practice injury prevention during athletic, social, and motor vehicle-related activities.
7.2.S Demonstrate conflict resolution skills to avoid potentially violent situations
7.3.S Demonstrate first aid and CPR procedures.
7.4.S Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs.
7.5.S Assess characteristics of harmful or abusive relationships.

**Standard 8: Health Promotion**

8.1.S Identify and support changes in the home, at school, and in the community that promote safety.
8.2.S Encourage peers to use safety equipment during physical activity.
8.3.S Encourage actions to promote safe driving experiences.

**Alcohol, Tobacco, and Other Drugs**

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**Standard 1: Essential Concepts**

1.1.A Describe the health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.
1.2.A Explain the impact of alcohol, tobacco, and other drug use on brain chemistry, brain function, and behavior.
1.3.A Explain the connection between alcohol and tobacco use and the risk of oral cancer.
1.4.A Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs.
1.5.A Describe the use and abuse of prescription and nonprescription medicines and illegal substances.
1.6.A Analyze the consequences for the mother and child of using alcohol, tobacco, and other drugs during pregnancy—including fetal alcohol spectrum disorders and other birth defects.
1.7.A Analyze the consequences of binge drinking and its relationship to cancer; to liver, pancreatic, and cardiovascular diseases; and to a variety of gastrointestinal problems, neurological disorders, and reproductive system disorders.
1.8.A Interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sale.
1.9.A Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.
1.10.A Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.

**Standard 2: Analyzing Influences**

2.1.A Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use.

2.2 A Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs.

2.3.A Describe financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs.

**Standard 3: Accessing Valid Information**

3.1.M Access school and community resources to help with mental, emotional, and social health concerns.

3.2.M Evaluate the benefits of professional services for people with mental, emotional, or social health conditions.

**Standard 4: Interpersonal Communication**

4.1.M Seek help from trusted adults for oneself or a friend with an emotional or social health problem.

4.2.M Discuss healthy ways to respond when you or someone you know is grieving.

**Standard 5: Decision Making**

5.1.M Monitor personal stressors and assess techniques for managing them.

5.2.M Compare various coping mechanisms for managing stress.

5.3.M Analyze situations when it is important to seek help with stress, loss, an unrealistic body image, and depression.

**Standard 6: Goal Setting**

6.1.M Evaluate how preventing and managing stress and getting help for mental and social problems can help a person achieve short- and long-term goals.

6.2.M Set a goal to reduce life stressors in a health-enhancing way.
**Standard 7: Practicing Health-Enhancing Behaviors**

7.1.M Assess personal patterns of response to stress and use of resources.
7.4.M Practice respect for individual differences and diverse backgrounds.
7.5.M Participate in clubs, organizations, and activities in the school and in the community that offer opportunities for student and family involvement.
7.6.M Practice setting personal boundaries in a variety of situations.

**Standard 8: Health Promotion**

8.1.M Support the needs and rights of others regarding mental and social health.
8.2.M Promote a positive and respectful environment at school and in the community.
8.3.M Object appropriately to teasing of peers and community members that is based on perceived personal characteristics and sexual orientation.

**Personal and Community Health**

**Standard 1: Essential Concepts**

1.1.P Discuss the value of actively managing personal health behaviors (e.g., getting adequate sleep, practicing ergonomics, and performing self-examinations).
1.2.P Evaluate the importance of regular medical and dental checkups, vaccinations, and examinations.
1.3.P Identify symptoms that should prompt individuals to seek health care.
1.4.P Identify types of pathogens that cause disease.
1.5.P Investigate the causes and symptoms of communicable and non-communicable diseases.
1.6.P Describe the dangers of exposure to ultraviolet (UV) light, lead, asbestos, pesticides, and unclean air and water; and discuss strategies for avoiding exposure.
1.7.P Identify symptoms that indicate a need for an ear, eye, or dental examination.
1.8.P Examine common types and symptoms of cancer.
1.9.P Identify the importance of medical screenings (including breast, cervical, testicular, and prostate examinations, and other testing) necessary to maintain reproductive health.
1.10.P Explain how public health policies and government regulations influence health promotion and disease prevention.

1.11.P Examine ways to prevent and manage asthma.

1.12.P Identify global environmental issues.

1.13.P Describe the impact of air and water pollution on health.

1.14.P Identify ways to reduce pollution and harmful health effects (e.g., by using alternative methods of transportation).

**Standard 2: Analyzing Influences**

2.1.P Discuss influences that affect positive health practices.

2.2.P Evaluate influences on the selection of personal health care products and services.

2.3.P Analyze how environmental conditions affect personal and community health.

2.4.P Discuss ways to stay informed about environmental issues.

2.5.P Analyze the social influences that encourage or discourage sun-safety practices.

2.6.P Evaluate the benefits of informed health choices.

2.7.P Evaluate the need for rest, sleep, and exercise.

**Standard 3: Accessing Valid Information**

3.1.P Access valid information about personal health products and services available in the community.

3.2.P Access valid information about common diseases.

3.3.P Evaluate current research about the health consequences of poor environmental conditions.

3.4.P Identify government and community agencies that promote health and protect the environment.

3.5.P Assess ways to be a responsible consumer of health products and services.

**Standard 4: Interpersonal Communication**

4.1.P Use effective communication skills to ask for assistance from parents, guardians, and medical or dental health care professionals to enhance health.

**Standard 5: Decision Making**

5.1.P Apply a decision-making process to a personal health issue or problem.
5.2.P Explain how decisions regarding health behaviors have consequences for oneself and others.
5.3.P Apply a decision-making process to a community or environmental health issue.
5.4.P Analyze how using alcohol, tobacco, and other drugs influences health and other behaviors.
5.5.P Analyze the possible consequences of risky hygienic and health behaviors and fads (e.g., tattooing, body piercing, sun exposure, and sound volume).

**Standard 6: Goal Setting**

6.1.P Develop a plan of preventive health management.
6.2.P Develop a plan of preventive dental health management.

**Standard 7: Practicing Health-Enhancing Behaviors**

7.1.P Analyze environmental barriers to adopting positive personal health practices and strategies for overcoming the barriers.
7.2.P Execute a plan for maintaining good personal hygiene (including oral hygiene) and getting adequate rest and sleep.
7.3.P Demonstrate the proper steps for protecting oneself against the harmful effects of the sun.
7.4.P Describe the steps involved in breast or testicular self-exams.

**Standard 8: Health Promotion**

8.1.P Support personal or consumer health issues that promote community wellness.
8.2.P Encourage societal and environmental conditions that benefit health.

**Dance**

**1.0 ARTISTIC PERCEPTION**

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance.

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.
Development of Motor Skills and Technical Expertise

1.1 Demonstrate refined physical coordination when performing movement phrases (e.g., alignment, agility, balance, strength).
1.2 Memorize and perform works of dance, demonstrating technical accuracy and consistent artistic intent.
1.3 Perform in multiple dance genres (e.g., modern, ballet, jazz, tap, traditional/recreational).

Comprehension and Analysis of Dance Elements

1.4 Demonstrate clarity of intent while applying kinesthetic principles for all dance elements.

Development of Dance Vocabulary

1.5 Apply knowledge of dance vocabulary to distinguish how movement looks physically in space, time, and force/energy).

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

Creation/Invention of Dance Movements

2.1 Create a body of works of dance demonstrating originality, unity, and clarity of intent.

Application of Choreographic Principles and Processes to Creating Dance

2.2 Identify and apply basic music elements (e.g., rhythm, meter, tempo, timbre) to construct and perform dances.
2.3 Design a dance that utilizes an established dance style or genre.

Communication of Meaning in Dance

2.4 Perform original works that employ personal artistic intent and communicate effectively.
2.5 Perform works by various dance artists communicating the original intent of the work while employing personal artistic intent and interpretation.

**Development of Partner and Group Skills**

2.6 Collaborate with peers in the development of choreography in groups (e.g., duets, trios, small ensembles).

2.7 Demonstrate originality in using partner or group relationships to define spatial patterns and the use of overall performing space.

**3.0 HISTORICAL AND CULTURAL CONTEXT**

Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

**Development of Dance**

3.1 Identify and perform folk/traditional, social, and theatrical dances with appropriate stylistic nuances.

3.2 Describe ways in which folk/traditional, social, and theatrical dances reflect their specific cultural context.

**History and Function of Dance**

3.3 Explain how the works of dance by major choreographers communicate universal themes and sociopolitical issues in their historical/cultural contexts (e.g., seventeenth-century Italy, eighteenth-century France, the women's suffrage movement, dance in the French courts, Chinese cultural revolution).

**Diversity of Dance**

3.4 Explain how dancers from various cultures and historical periods reflect diversity and values (e.g., ethnicity, gender, body types, and religious intent).

**4.0 Aesthetic Valuing**

Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.
Description, Analysis, and Criticism of Dance

4.1 Describe how the qualities of a theatrical production contribute to the success of a dance performance (e.g., music, lighting, costuming, text, set design).

4.2 Apply criteria-based assessments appropriate to various dance forms (e.g., concert jazz, street, liturgical).

4.3 Defend personal preferences about dance styles and choreographic forms, using criteria-based assessment.

Meaning and Impact of Dance

4.4 Research and identify dances from different historic periods or cultures and make connections between social change and artistic expression in dance.

4.5 Identify and evaluate the advantages and limitations of viewing live and recorded dance performances.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Connections and Applications Across Disciplines

5.1 Demonstrate effective use of technology for recording, analyzing, and creating dances.

5.2 Apply concepts from anatomy, physiology, and physics to the study and practice of dance techniques.

Development of Life Skills and Career Competencies

5.3 Explain how dancing presents opportunities and challenges to maintain physical and emotional health and how to apply that information to current training and lifelong habits.

5.4 Explain how participation in dance develops creative skills for lifelong learning and well-being that are interpersonal and intrapersonal.
5.5 Examine the training, education, and experience needed to pursue dance career options (e.g., performer, choreographer, dance therapist, teacher, historian, critic, and filmmaker).

Drama A/Drama B/Theatre/Play Production

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

Development of the Vocabulary of Theatre

1.1 Use the vocabulary of theatre, such as acting values, style, genre, design, and theme, to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

1.2 Document observations and perceptions of production elements, noting mood, pacing, and use of space through class discussion and reflective writing.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

Development of Theatrical Skills

2.1 Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.
**Creation/Invention in Theatre**

2.2 Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution.

2.3 Design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism.

**3.0 HISTORICAL AND CULTURAL CONTEXT**

Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

**Role and Cultural Significance of Theatre**

3.1 Identify and compare how film, theatre, television, and electronic media productions influence values and behaviors.

3.2 Describe the ways in which playwrights reflect and influence their culture in such works as *Raisin in the Sun, Antigone*, and the *Mahabarata*.

**History of Theatre**

3.3 Identify key figures, works, and trends in world theatrical history from various cultures and time periods.

**4.0 AESTHETIC VALUING**

Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

**Critical Assessment of Theatre**

4.1 Compare a traditional interpretation of a play with a nontraditional interpretation and defend the merits of the different interpretations.

**Derivation of Meaning from Works of Theatre**

4.2 Report on how a specific actor used drama to convey meaning in his or her performances.
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

Connections and Applications

5.1 Describe how skills acquired in theatre may be applied to other content areas and careers.

Careers and Career-Related Skills

5.2 Manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors.

5.3 Demonstrate an understanding of the professional standards of the actor, director, scriptwriter, and technical artist, such as the requirements for union membership.

World Language-Spanish

As students become literate in the target language, they acquire relevant content through the study of various topics. This in turn expands their access to information from around the globe. At the same time, students use the language to participate in everyday social interactions with members of California’s diverse communities. Moreover, the content that students acquire in the language classroom enables them to make connections and reinforce knowledge from other content areas of the curriculum. As they progress along the Language Learning Continuum,* students address a wide variety of content that is age- and stage-appropriate.

Stage I

1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.

1.1 Students address discrete elements of daily life, including:
   a. Greetings and introductions
   b. Family and friends
   c. Pets
   d. Home and neighborhood
e. Celebrations, holidays, and rites of passage  
f. Calendar, seasons, and weather  
g. Leisure, hobbies and activities, songs, toys and games, sports  
h. Vacations and travel, maps, destinations, and geography  
i. School, classroom, schedules, subjects, numbers, time, directions  
j. Important dates in the target culture  
k. Jobs  
l. Food, meals, restaurants  
m. Shopping, clothes, colors, and sizes  
n. Parts of the body, illness  
o. Technology  

Stage II  
2.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.  
2.1 Students address topics related to self and the immediate environment, including:  
   a. Social relationships  
   b. People in the community  
   c. Zoo and farm animals, fables  
   d. Care of the home, interacting with people in the community  
   e. Holiday customs and transition points in life  
   f. Climate  
   g. Cultural and leisure-time activities, outdoor, recreational activities, music  
   h. Transportation, lodging, itineraries, geographic features and landmarks  
   i. Curricular and extracurricular interests and events  
   j. Significant historical figures  
   k. Professions and the working world  
   l. Cuisine and recipes  
   m. Clothing and fashion  
   n. Health, medical care  
   o. Technological advances and innovation  

Stage III  
3.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.  
3.1 Students address concrete and factual topics related to the immediate and external environment, including:  
   a. Social norms  
   b. Historical and cultural figures, stereotypes  
   c. Animals and their habitats  
   d. Community issues, current events
e. Origins of rites of passage, social and regional customs
f. Environmental concerns
g. Media, Internet, television, radio, film
h. Cultural, historical, and geographic aspects of travel
i. Curricular and extracurricular subjects
j. Significant historical events
k. Careers and future plans
l. Nutrition, fitness, and health
m. Geographically and culturally appropriate clothing
n. Cultural differences in health care
o. Effects of technology on the modern world

Stage IV

4.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.

4.1 Students address complex, concrete, factual, and abstract topics related to the immediate and external environment, including:
   a. Societal expectations
   b. Cultural and literary archetypes
   c. Endangered species
d. World events, social and political issues
e. Belief systems
f. International environmental issues
g. The visual and performing arts
h. The nature of an interdependent world
i. Issues in curricular and extracurricular subjects
j. Authors and their times
k. Transnational careers and economies
l. Issues of world hunger and health
m. Design, production, and marketing of clothing
n. Policy issues in health care
o. The promise and challenge of technology

Cultures

To understand the connection between language and culture, students discern how a culture views the world. Students comprehend the ideas, attitudes, and values that shape the target culture. Those shared common perspectives, practices, and products incorporate not only formal aspects of a culture such as contributions of literature, the arts, and science, but also the daily living practices, shared traditions, and common patterns of behavior acceptable to a society. As they progress along the Language Learning Continuum, students demonstrate their understanding of cultural perspectives by behaving in culturally appropriate ways.
Stage I
1.0 Students use appropriate responses to rehearsed cultural situations.
1.1 Associate products, practices, and perspectives with the target culture.
1.2 Recognize similarities and differences in the target cultures and between students’ own cultures.
1.3 Identify cultural borrowings.

Stage II
2.0 Students choose an appropriate response to a variety of situations.
2.1 Demonstrate understanding of the roles that products, practices, and perspectives play in the culture.
2.2 State similarities and differences in the target cultures and between students’ own cultures.
2.3 State reasons for cultural borrowings.

Stage III
3.0 Students determine appropriate responses to situations with complications.
3.1 Use products, practices, and perspectives in culturally appropriate ways.
3.2 Describe similarities and differences in the target cultures and between students’ own cultures.
3.3 Describe how products and practices change when cultures come in contact.

Stage IV
4.0 Students improvise appropriate responses to unpredictable situations.
4.1 Demonstrate culturally appropriate use of products, practices, and perspectives to others.
4.2 Explain similarities and differences in the target cultures and between students’ own cultures.
4.3 Explain the changes in perspectives when cultures come in contact.

Structures
Languages vary considerably in the structures that learners use to convey meaning; therefore, the following standards are general in order to apply to all languages. It is expected that the curriculum will feature language-specific structures essential to accurate communication. As students acquire vocabulary in the target language, they grasp the associated concepts and comprehend the structures the language uses to convey meaning. Moreover, students discover patterns in the language system. A language system consists
of grammar rules, vocabulary, and elements such as gestures and other forms of nonverbal communication. A language system also includes discourse, whereby speakers learn what to say to whom and when. As they progress along the Language Learning Continuum, students use linguistically and grammatically appropriate structures to comprehend and produce messages. Students identify similarities and differences among the languages they know.

**Stage I**

1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.
1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.
1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.

**Stage II**

2.0 Students use sentence-level elements (morphology or syntax or both) to understand concrete and factual topics.
2.1 Use sentence-level elements (morphology or syntax or both) to produce informal communications.
2.2 Identify similarities and differences in the sentence-level elements (morphology or syntax or both) of the languages the students know.

**Stage III**

3.0 Students use knowledge of text structure to understand topics related to the external environment.
3.1 Use paragraph-level discourse (text structure) to produce formal communications.
3.2 Identify similarities and differences in the paragraph-level discourse (text structure) of the languages the students know.

**Stage IV**

4.0 Students use knowledge of extended discourse to understand abstract and academic topics.
4.1 Use extended discourse (native-like text structure) to produce formal communications.
4.2 Identify similarities and differences in the extended discourse (native-like text structure)
of the languages the students know.

Settings
For students to communicate effectively, they use elements of language appropriate to a given situation. Language conveys meaning best when the setting, or context, in which it is used, is known. This knowledge of context assists students not only in comprehending meaning but also in using language that is culturally appropriate. Context also helps define and clarify the meaning of language that is new to the learner. As students progress along the Language Learning Continuum, they carry out tasks in stage- and age-appropriate situations that reflect the target culture.

Stage I
1.0 Students use language in highly predictable common daily settings.
1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom.

Stage II
2.0 Students use language in interpersonal settings.
2.1 Participate in age-appropriate cultural or language-use opportunities outside the classroom.

Stage III
3.0 Students use language in informal and some formal settings.
3.1 Initiate age-appropriate cultural or language-use opportunities outside the classroom.

Stage IV
4.0 Students use language in informal and formal settings.
4.1 Sustain age-appropriate cultural or language-use opportunities outside the classroom.

The Arts
CATCH believes that art is essential to student development. Years of research have shown that art is linked to academic achievement (Goodman, 1990; Kennedy, 1998; Catterall et al., 1999; Vaughn and Winner, 2000; Nelson, 2001; Deasy, 2002; Catterall et al., 2012); social and emotional development; and civic engagement. Studies prove that learning though the arts can improve motivation, concentration, confidence and teamwork. But, most important, relative to CATCH, we know that infusing the arts into our curriculum enables our students, who come from economically and socially challenged backgrounds, to stand on a more level playing field with children from more economically advantaged areas, where enrichment programs are the norm.
CATC will provide students an opportunity for learning through the arts, by merging the arts with all areas of our traditional curriculum. Core curriculum courses, aligned with state standards, will be taught by integrating the practical application of the arts. This enriched program will provide multiple avenues through which students will develop their problem-solving, critical, creative, and divergent thinking skills, while at the same time connecting the students more deeply to the world, and broadening their perspectives, perceptions, and world-view.

Our focus on infusing the arts into our teaching – across the curriculum – provides teachers with a significant tool for creatively accommodating many different student-learning styles and achievement levels. For instance, language arts may be taught through writing dramatic screenplays. Or, events in 20th-century American history may be taught as they might be seen through the eyes of filmmakers. Ultimately, infusing the arts into our curriculum will assist us in engaging our students in a unique way, making sure they are prepared for college, and ready to be good citizens. Also, exposing our CATC students to the arts provides them a cultural perspective they may not be getting at home; it enables them to become well-rounded young adults who recognize, understand, and appreciate artistic creativity, in all forms.
Table 24: Arts in the Curriculum

<table>
<thead>
<tr>
<th>WORKPLACE INDICATORS</th>
<th>DANCE</th>
<th>MUSIC</th>
<th>THEATRE</th>
<th>VISUAL ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication: Interview, Sales, Costumer Service</td>
<td>Participation in auditions, auditions, listen, direct, choreograph, perform</td>
<td>Writes articles about a CD release; investigate how radio affects CD sales; interview a variety of artists from a broad range of music genres</td>
<td>Create fliers for performance; conduct interview with director; interview box office manager</td>
<td>Present, express ideas, feelings, thoughts, in film production, advertising, non verbal symbols, imagery, graphics, or charts</td>
</tr>
<tr>
<td>Demonstrate Financial Skills</td>
<td>List the financial skills required for negotiating contracts, building business relationships in a dance troupe</td>
<td>Research the cost of producing a CD or music video</td>
<td>Determine sources for financing the theater budget for a high school</td>
<td>Identify arts-related jobs or careers in career search engines and weigh the cost / benefit of distance traveled vs. wages earned</td>
</tr>
<tr>
<td>Understand Technological Systems</td>
<td>Write a description of a software program</td>
<td>Compare different types of music software</td>
<td>Learn to operate the light and sound system for the stage</td>
<td>Add music or video to a computer presentation</td>
</tr>
<tr>
<td>Self-Management</td>
<td>Demonstrate giving and getting constructive criticism</td>
<td>Plan and schedule performances or recording sessions</td>
<td>Describe what happens when an actor loses concentration and falls out of role</td>
<td>Add music or video to a computer presentation</td>
</tr>
<tr>
<td>Work in a Group</td>
<td>Work with music director for a dance troupe program</td>
<td>Conduct orchestra, band, chorus, ensembles; design your own ensemble</td>
<td>Stage manage, casting, plan lighting / sound, all functions</td>
<td>Create a digital portfolio of your photographs and/or artwork to be viewed online and made available for class discussion, comments, critique</td>
</tr>
<tr>
<td>Relate Ability, Effort, and Achievement</td>
<td>Maintain a journal of responsibilities related to various business jobs in a dance troupe; interview those in these positions; relate your personal abilities to these positions</td>
<td>Describe how a student’s performance is related to his or her ability</td>
<td>Create a list of criteria and rate your performance after each rehearsal. Observe other performances and assess these</td>
<td>As a class, students will graph the grades received on projects. Graphs will include peer and teacher grades. Students will compare and contrast the grade charts</td>
</tr>
<tr>
<td>Safety</td>
<td>Describe how to prevent injury as a dancer</td>
<td>Inventory, store, and secure musical instruments</td>
<td>Design, construct, and test stage setting for safety. Outline what can happen if safety measures are not met</td>
<td>Conduct a research project on how art is displayed in art shows and/or museums</td>
</tr>
</tbody>
</table>


Technology
Because every CATCH student has equal access to a computer, none of them feels left behind or embarrassed that they do not have one – or that they do not know how to use one. Each classroom at CATCH has wireless Internet access and at least two, multimedia iMac teacher/student computer stations. Additionally, CATCH has over seven mobile carts filled with a total of 146 Mac and PC laptops (giving CATCH a computer:student ratio of 1:1.8) and 120 iPads (a 1:2.2 ratio). These computers and tablets are used by teachers in the classrooms, and also may be checked out to students, on an individual, as-needed basis. For example, students may check out an iPad 2 to study for the SAT using one of the many SAT-prep applications downloaded onto the tablet. With the technology resources made available by CATCH, our students are motivated and empowered to excel in their learning, with the most-advanced technology tools.

CATCH maintains a Technology plan that adheres to E-Rate and the Enhancing Education through Technology grants. We were very pleased to be recipients of a Broadband Technologies Opportunity Program (BTOP) grant, from the U.S. Department of Commerce. Through the generosity of BTOP, CATCH has secured a 30-station Mac lab for use by students, parents and guardians, and the community. The lab will continue to be open every day from 7:00am to 7:00pm, and also, for community and parent...
technology workshops, on the weekends. The lab helps us bridge the technology divide between suburban and low-income neighborhoods, and brings digital-media literacy to the community. This is a great advantage to our students, too, because it promotes better understanding and common ground, at home, between students, their parents and caregivers.

Our technology is not only designed for the present: CATCH has also upgraded our servers and already installed fiber-optic wiring, to prepare for ongoing and future program upgrades and emerging wireless technologies. Furthermore, based on the technology planning framework recently released by the Smarter Balanced Assessments Consortium (SBAC), CATCH is already prepared for the demands of the Common Core State Standards Initiative; the laptops and iPads currently used by CATCH students exceed the system requirements suggested by the SBAC. CATCH teachers and staff are trained on the use of new technologies and applications during regularly scheduled professional development meetings.

Technology and equipment readily available to students and staff:

- iPads
- PC Laptop Carts
- Macbook Carts
- Document Readers
- LCD Projectors
- Mac Desktop Stations
- PC Desktop Stations
- Flat-screen LCD Monitors
- Smartboards

**CATCH-CLASS™**

*CATCH-CLASS™* is a mandatory, school-wide “7th Period Tutorial/Intervention” taught as the final class of the regular instructional day. It provides each student with individualized guidance, and reinforces the material that was taught and discussed during the current day’s activities and lessons. At the beginning of the school year, students are assessed to determine their basic skill levels (e.g. reading levels, basic math computational skills) to determine which *CATCH-CLASS™* will best suit their needs. As dictated by the results of these assessments as well as individual CST scores from the previous year, students will either be assigned to intervention classes to improve their basic language and math skills or will be assigned to a tutorial class. All tutorial classes are grade level appropriate. This means, for example, that all freshmen students will be assigned to a faculty member that teaches classes from the freshmen curriculum. The teacher that these students are assigned to must hold a credential for the *CATCH-CLASS™* subject that they are providing intervention or tutoring for; credentialed English teachers for intervention/tutoring in English, credentialed math teachers for
intervention/tutoring in math, etc. Our teachers are carefully trained to cultivate close rapport with their CATCH-CLASS™ students, and to facilitate a high level of communication between the school and student parents or guardians. CATCH students are enrolled in CATCH-CLASS™ for the entire school year; at the end of the year, students are re-assessed to determine their proficiency rates in the appropriate classes. Proficiency in subject areas is the criterion used to exit students out of their CATCH-CLASS™ for that term and indicates their readiness for the next CATCH-CLASS™.

Homework assistance, test-taking strategies, current-event discussions, and character-building exercises are the hallmark of the CATCH-CLASS™ experience. Since this class is the longest of the day (75 minutes), it is divided into two separate portions, allowing it to serve as both a study hall and a tutorial or intervention class. During the first twenty minutes of the period, students are given time to work on, and get assistance with, their homework assignments and review class material for the next school day. The remaining 55 minutes of the period are devoted to the appropriate intervention or tutorial subject material. During this time, students are encouraged to explore their multiple intelligences as they are given the opportunity to ask curriculum related questions that they need answers to and supplied with the tools to discover the answers for themselves. This enables students to stay current with their homework; to maintain a competitive grade-point average; and to develop their own systems for reviewing class material and preparing for examinations, like benchmarks, CAHSEE, and CST’s.

**Extended Day**

Each day at CATCH begins at 7:00 a.m. and ends at 7:00 pm. The core classes and CATCH-CLASS™ are scheduled to conclude at 3:45 pm. However, students interested in art and technology can take enrichment courses in these areas; and students identified as “credit-deficient” have the opportunity to take extra classes, in which they can earn credits they may need. CATCH’s extended day program is funded by a three year $250,000 After-School Education and Safety (ASESs) grant that ends at the end of the 2012-13 academic year, and is administered in partnership with the largest after-school program provider in the U.S., the Youth Policy Institute (YPI). We have reapplied for the ASESs grant for an additional three years that begins with the 2013-14 academic. Awarding of the grant has been confirmed.

Our students not only embrace the Extended Day program; but their high interest and attendance makes CATCH’s extended-day program one of the highest-attended after-school programs within all YPI-partnering District schools and partnering charter schools. Motivated by their desire to receive an interdisciplinary education with breadth and depth, CATCH students are excited to put in the extra time and effort to voluntarily participate in the after-school programs. For them, the full days are both a challenging and rewarding experience. The schedule has proven successful in helping each student reach the goals set forth in CATCH’s mission statement. And a notable bonus of the program – for all of us – is that it keeps our students safe in the afternoons.
**Tutoring**

With the help of dedicated teachers, and our collaboration with several local universities such as the University of Southern California, UC Berkeley, and Loyola Law School, CATCH has implemented a highly successful tutoring program as evidenced by high CAHSEE passage rates in both English and Math and improved CST scores in Algebra I. As students have participated in CAHSEE English & Math Prep interventions during tutoring, we have maintained CAHSEE passage rates ranging between 82% and 87% over the past three years despite the fact that we have tested 39% more students. Algebra I interventions during tutoring have helped improve student achievement from 95% falling under Below Basic in 2008 to 53% in 2012 with an increase of 30% tested (CDE). Additionally, we significantly outperformed nearby high schools and the district in 2012 CST Algebra I. In inner-city charters, tutoring has proven to be the best way for students to experience rapid achievement gains. Individualized attention has been shown to be one of the best ways to elevate students to their grade-level work, and there are additional benefits of tutoring, as well: when tutors are helping students catch up and master their remedial work, teachers in the classroom can spend less time devoted to remedial lessons and more time on their subject matter. Tutoring definitely challenges students, by assigning them targeted, comprehensive homework, and follow-up evaluations. While CATCH is already academically out-performing the seven local public high schools in our area, we mindfully strive to continue our goal of further-increased student achievement, over time.

**Safety and Security**

The afternoon and early evening hours are the most dangerous times of day for children in our community because of the increased rate of gang activity during those hours. Since our school is located within gang territory and many of our children walk or take the bus home during those hours, they are vulnerable to crime, violence, and gang activity (Citywide Gang Activity Reduction Strategy 2007). CATCH’s extended-day program, including CATCH’s administrative staff and extended-day faculty, provides a safe haven for students, after the traditional school day ends. The presence of our professional security team reassures our students that CATCH is a safe and secure place for them to spend their late afternoons and early evenings. The majority of our students’ parents and guardians work, and are unable to be with their children until early in the evening but CATCH’s extended-day hours accommodate these families’ work schedules, providing them with peace-of-mind and the confidence that their children are in a safe place.

**Evidence that the Proposed Instructional Program Has Been Successful**

Our mission these last 10 years has been to develop a culture of altruism and community engagement through personal responsibility and an understanding of family. Our investment in this African American neighborhood is directly related to our awareness of the historical struggle of underserved African American students who are often marginalized within the educational system. The success and story of this school are fundamentally connected to the successes and stories of our predominantly African American student population. In essence our school is a family, operating as an extension...
of the neighborhood we serve. We are open seven days a week, hosting events such as Book Fairs, Chili Cook-Offs, and Carnivals for current and prospective students, families, and community members, as part of our commitment to always be more than just a school. We believe that we serve a specific purpose for this particular community and our students.

The hope we have for our students is a greater understanding of the complexities of their cultural heritage. The struggles of their own parents and grandparents must contribute to their awareness of the opportunities that lie in front of them. By broadening our students’ views of society, beyond the spectrum of pop culture, we hope to instill in them the values of their forebears, who developed endurance and resolve through adversity. In a time when role models are scarce, we hope to develop a new generation of role models here at CATCH.

The defining quality of the instructional core at CATCH is accountability. CATCH teachers are required to analyze the data from benchmark exams administered every six weeks and this data is used, along with the state standards, to identify the academic needs of the student body. Through this ongoing data analysis on a plethora of different types of assessments (e.g. CST’s, Benchmarks, EOC’s and SAT’s) we have been able to make ongoing and informed decisions about instruction and curriculum, so that every child’s education at CATCH is effectively customized to their learning style, level of skill, and personal modality, which is essential to our students’ success. Evidence of student success at CATCH can be seen in a variety of different ways. According to the data kept by the California Department of Education, the CAHSEE pass rate and the graduation rate at CATCH are around 85% and 92% respectively (values that are amongst the highest in LAUSD) and the API scores for CATCH have increased in 8 of the last 9 years. Tables 25 and 26 show how the 10th grade pass rates and cohort graduation rate for CATCH compare to those from surrounding high schools and the CATCH API growth over the last 9 years, respectively.

Table 25: 10th Grade CAHSEE Passage Rates and 2010-11 Cohort Graduation Rates for CATCH and Surrounding Schools

<table>
<thead>
<tr>
<th>Schools</th>
<th>Grade Span</th>
<th>2010-11 CAHSEE Grade 10 % Passed Math</th>
<th>2010-11 CAHSEE Grade 10 % Passed ELA</th>
<th>2011-12 CAHSEE Grade 10 % Passed Math</th>
<th>2011-12 CAHSEE Grade 10 % Passed ELA</th>
<th>2010-11 Cohort Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATCH</td>
<td>9-12</td>
<td>82</td>
<td>84</td>
<td>85</td>
<td>87</td>
<td>92%</td>
</tr>
<tr>
<td>Crenshaw HS</td>
<td>9-12</td>
<td>57</td>
<td>57</td>
<td>52</td>
<td>55</td>
<td>69%</td>
</tr>
<tr>
<td>Dorsey HS</td>
<td>9-12</td>
<td>60</td>
<td>58</td>
<td>64</td>
<td>61</td>
<td>73%</td>
</tr>
<tr>
<td>Fremont HS</td>
<td>9-12</td>
<td>63</td>
<td>58</td>
<td>64</td>
<td>58</td>
<td>57%</td>
</tr>
<tr>
<td>Manual Arts HS</td>
<td>9-12</td>
<td>67</td>
<td>66</td>
<td>71</td>
<td>66</td>
<td>66%</td>
</tr>
<tr>
<td>Washington Prep HS</td>
<td>9-12</td>
<td>53</td>
<td>56</td>
<td>54</td>
<td>58</td>
<td>63%</td>
</tr>
</tbody>
</table>

Source: California Department of Education; Office of Data and Accountability
Table 26: CATCH API Base Scores 2004-2012

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>API Base Scores</td>
<td>413</td>
<td>476</td>
<td>533</td>
<td>536</td>
<td>565</td>
<td>642</td>
<td>717</td>
<td>679</td>
<td>701</td>
</tr>
</tbody>
</table>

*Source: California Department of Education; Office of Data and Accountability*

This continued success is the result of analyzing student assessment data to inform instruction; teachers use student data to calibrate the rigor of their courses, provide a consistent learning experience for students, and give constant feedback while monitoring the progress of each student towards completing their IPGs (Individual Performance Goals). Teachers analyze, monitor and document student progress regularly, utilizing current data binders to maintain this information. The Principal of Instruction and Curriculum monitors the effectiveness of the teachers’ instruction and students’ progress through daily classroom walkthrough visits, classroom lesson observations, individual teacher conferences, department meetings, analyses of class test data and data binder information, including (but not limited to) informal tests, quizzes and periodic benchmark data. In cases of insufficient progress for individual and/or groups of students, specific strategies are immediately implemented to ensure success and progress towards IPGs.

Our system of data-driven decision-making encourages, nurtures, and enhances our learning environment, ultimately propelling students towards higher order thinking and critical analysis skills in line with both Common Core standards and 21st century learning. In June of 2009, CATCH received a WASC accreditation for six years with a three year review; the review has been completed and CATCH is currently accredited through June 30th of 2015. CATCH offers a wide range of UC approved and Advanced Placement courses that prepare our students to be successful in college. In the end, our teachers and students are able to work and learn in a climate of high expectations where no excuses are tolerated. “Whatever it takes,” we often say. Whatever it takes to get students to succeed—that’s what we do.

Operationally, the school’s management team, faculty, and staff work together to make the school campus attractive, demonstrating the tremendous pride we take in our school and the local community. Our grounds are pristine, our campus is open yet safe for all students, and our staff members are always on hand to welcome students and families each morning and afternoon, as well as engaging community visitors and volunteers throughout the day. In short, we seek to demonstrate our values of integrity and transparency at every possible opportunity.

As such, our vision cannot be accomplished without sound fiscal management. Since our inception, CATCH has boasted annual fiscal audits that consistently yield clean reports. Monthly financial reports are made to the Board of Directors for their review and assessment. By regularly viewing the financial status of the school, our Board has been able to provide the necessary input and strategy to help determine the manner in which we allocate resources to our school’s objectives.
Textbooks and Instructional Resources
CATCH uses all state and LAUSD recommended textbooks for instruction in its classes. Pursuant to California Education Code Section 35186, CATCH attests that each pupil in the school has sufficient textbooks and instructional materials in each subject area consistent with the content and cycles of the curriculum framework adopted by California. Each spring, the administrator identifies areas of need and orders texts and materials for the following school year.

Table 27: List of Books for the Core Content Areas

<table>
<thead>
<tr>
<th>CORE SUBJECT AREA</th>
<th>COURSE</th>
<th>TEXTBOOK TITLE</th>
<th>AUTHOR</th>
<th>PUBLISHER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English 10</td>
<td>Literature: California Treasures Course 5</td>
<td>Wilhelm, et al.</td>
<td>Glencoe</td>
</tr>
<tr>
<td></td>
<td>English 11: American Lit &amp; Cont Comp</td>
<td>The Language of Literature: Gr. 11</td>
<td>Applebee, et al.</td>
<td>McDougal Littell</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Algebra 1</td>
<td>Algebra 1</td>
<td>Bellman, et al.</td>
<td>Prentice Hall</td>
</tr>
<tr>
<td></td>
<td>Algebra 2</td>
<td>Algebra 2</td>
<td>Larson, et al.</td>
<td>McDougal Littell</td>
</tr>
<tr>
<td>Social Science</td>
<td>Modern World History</td>
<td>World History: Connections to Today</td>
<td>Gaynor, et al.</td>
<td>Prentice Hall</td>
</tr>
<tr>
<td></td>
<td>US History</td>
<td>History Alive! Pursuing American Ideals</td>
<td>Teacher Curriculum Institute (TCI)</td>
<td>Teacher Curriculum Institute (TCI)</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>Econ Alive! The Power to Choose</td>
<td>Teacher Curriculum Institute (TCI)</td>
<td>Teacher Curriculum Institute (TCI)</td>
</tr>
<tr>
<td>Science</td>
<td>Biology</td>
<td>Biology</td>
<td>Miller and Levine</td>
<td>Prentice Hall</td>
</tr>
</tbody>
</table>
**Learning Environment**

Under Proposition 39, CATCH has been co-located at Audubon Middle School, and for the past three years has fostered a positive relationship with Audubon. CATCH’s executive director and Audubon’s principal meet regularly, to discuss facilities, safety, community developments, and school climates. CATCH will continue to collaborate with Audubon in conducting emergency drills and sharing a common safety plan. In moving to Audubon, and serving as a role model to the younger children who attend the middle school every day, CATCH welcomes the responsibility of setting examples in both academics and behavior, throughout the school year. Proudly, the District has noted our co-location as one of their most successful models, and it is our expectation that CATCH will continue to collaborate with Audubon Middle School and the District, for the next five years.

**English Learner Instruction**

CATCH is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners (EL) must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), CATCH shall submit a certification to the District that certifies that they will either adopt and implement LAUSD’s English Learner Master Plan or implement the Charter School’s own English Learner Instructional/Master Plan. If the Charter School chooses to implement an EL plan that differs from the LAUSD English Learner Master Plan, the instructional plan shall encompass the following, including but not limited to:

- How ELs’ needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)
- All ELs at CATCH receive ELD instruction until they meet reclassification criteria. This includes high school students who are LTELs – defined as those EL students who have completed five full years in U.S. schools (i.e., beginning their sixth year and beyond) without meeting the criteria for reclassification.

CATCH shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.
CATCH shall administer the CELDT annually. CATCH shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

CATCH will adopt LAUSD’s Master Plan for English Language Learners and will participate in LAUSD ongoing annual professional development for administrators and staff, including special education teachers and staff, on legal requirements and district procedures relating to the implementation of the identification and placement requirements of English Language Learners, including but not limited to:

- Initial identification
- Placement options and procedures
- Communicating assessment results to families effectively
- Parental rights and informed consent regarding initial identification and placement, including the parental exception waiver process.

The LAUSD English Learner Master Plan Handbook will be used as a resource guide for curriculum planning. Teachers will attend four days of LAUSD training each spring. Through these workshops, teachers will become qualified to train other teachers during CATCH's in-service teacher training.

CATCH will administer the California English Language Development Test (CELDT) assessment to identify and screen English Language Learners. The CELDT is designed to initially identify students as English Language Learners, to determine individual student level of English proficiency, and to assess student progress in acquiring English proficiency. Listening, speaking, reading, and writing skills will be assessed. Students will receive a score identifying their English proficiency level according to the following State Board of Education standards:

- Beginning
- Early Intermediate
- Intermediate
- Early Advanced
- Advanced

The CELDT will be administered to all new students with a home language other than English (as indicated on their Home Language Survey) and to all English Language Learners annually to determine students' individual proficiency level for reclassifying students to Fluent English Proficient (RFEP). Students will be classified as Fluent English Proficient (FEP) or Reclassified Fluent English Proficient (RFEP) if they achieve an overall proficiency level of Early Advanced or above and proficiency levels of Intermediate or above in all three test components (listening/speaking, reading, writing). Students scoring below the Early Advanced level will be identified as English Language
Learners with a classification of Beginning, Early Intermediate, or Intermediate. Once an English Language Learner student is identified, and in order to support different EL levels, the school’s counselor or administrative designee will schedule a conference with the parent(s) to outline the instructional program, the teacher's role in implementing the instructional program, the school's role in supporting the instructional program, and the parents' role in supporting the instructional program. Twice each semester, the instructional program will be revisited and discussed. In accordance with State law and Title III of the No Child Left Behind Act of 2001, students identified as RFEP will be monitored for two years by the school’s counselor or administrative designee who will use academic progress on classwork/tests, benchmarks, and standardized exams to monitor RFEP students progress.

CATCH will meet all requirements of federal and state law relative to equal access to the curriculum for English Language Learners. The goal will be to develop high quality instructional programs and services for English Language Learners that allow them, within a reasonable amount of time, to achieve the same challenging grade level and graduation standards, in the same proportion, as native-English speaking students. It is anticipated that the majority of the second language learner students will be relatively proficient in English, yet require ongoing support in order to master the language. Therefore, students will spend more time in English language arts programs than in most other local high schools. Furthermore, the students will also continue to study Spanish in order to capitalize on their potential to become bilingual and bi-literate in Spanish and English. To prepare students for the complexities of a diverse and multicultural global world, CATCH will emphasize the strength of being bilingual. The English language literacy intensive component of the program will support English Language Learner students through:

- A teaching staff qualified in second language pedagogy.
- Additional bilingual teacher's aides in the classroom to assist English Learners in English intensive classes.

CATCH will teach the ELD standards, provide language support during 7th period, and offer the core content areas in a sheltered English environment for students who are not proficient in English. Sheltered content classes are subject matter content courses designed specifically for ESL students. The curriculum content for the sheltered English classes will be the same as in the regular classroom. CATCH will recruit teachers who have a secondary credential as well as a bilingual or ESL endorsement (state authorization to teach English Language Learners such as BCLAD, CLAD, SB1969), and who not only have training in second language pedagogy but also have experience teaching second language learners and sheltered English classes. All teachers will be familiar with the ELD standards and the appropriate methods for teaching English Language Learner students at various levels of proficiency. These methods will include using SDAIE strategies, differentiated instruction, using bilingual teacher aides and coaches in the classroom, preview and review strategies, as well as
providing after school tutoring programs that are coordinated with the regular day curriculum and designed for English Language Learners.

Each academic year, each English Language Learner student at CATCH who has been continuously enrolled from the first day of school will advance at least one level (i.e. from beginning to early intermediate or early advanced to advanced). Progress made by English Language Learners will be monitored by the school’s counselor or administrative designee. Teachers will identify students demonstrating little or no progress in English proficiency and recommend the appropriate support; the Financial and Operations Administrator will then secure the necessary services (i.e. teacher assistant support, after-school one-to-one tutoring) to ensure successful progress.

**Over-Achieving Students**
When students at CATCH are identified as achieving above grade level, both the student body and faculty nurture their advanced talent. Students achieving substantially above grade level are capable of demonstrating performance at levels significantly above the performance of their age group. They may include students formally identified by a school district as gifted and talented pursuant to California *Education Code* Section 52200; students identified by CATCH’s counselor or administrative designee, and other students who have not been formally identified as gifted and talented but who demonstrate the capacity for advanced performance in the curriculum. Gifted/Talented students usually refer to the top percentage of those who score at the highest percentiles on state-mandated tests. CATCH will provide students it identifies as Gifted/Talented with a combination of acceleration (students move on to material above grade level) and enrichment (students study topics in more depth or complexity or study related topics not covered in the normal curriculum). The faculty will develop innovative methods for using regular assessments of student progress to ensure each student progresses toward mastery of the standards. CATCH will work with these students with the goal of producing young people who can compete at the highest educational levels.

CATCH is in a unique position through its arts and technology program to provide the opportunities for gifted and talented students to incorporate their interests, skills and abilities into their high school experience. CATCH will provide an accelerated-enrichment program throughout core curricula as well as utilizing arts and technology coursework to promote its Honors and Advanced Placement (AP) Curriculum. With a careful eye toward balance of preference for students with high achievement capability, CATCH understands that some students may need access to more challenging coursework objectives. Please refer to the “AP Course List” included as an attachment for a listing and description of approved AP courses offered to students.

**Under-Achieving Students**
Upon CATCH identification by the school’s counselor or administrative designee, of any student as achieving substantially below grade level:
1. Parents/guardians will be informed by the school’s counselor of the student’s academic standing within one week of identification.
2. A conference will be scheduled between the student, parent/guardian, teachers, and an administrative staff member to develop an action plan. The action plan will have specific responsibilities for the student, parent, and teachers.
3. The student will receive supplemental support services. In the areas where the student is struggling most, the classroom teacher and/or tutors will offer one-to-one instruction, and the student will participate in computer programmed learning activities.
4. The school’s counselor will place the student in a specific 7th period CATCHCLASS™ focusing on remediation. Trained tutors will provide remedial tutoring through individualized and/or small group assistance.

**Low Socio-Economic Students**
Serving the students of the inner-city, CATCH is knowledgeable of its population and is confident that it can continue to serve a student base, in which the majority of students are of low socio-economic status. CATCH focuses on empowering these students with the confidence that despite their low socio-economic status, they can achieve academic success. The administration and faculty are dedicated to protecting our youth from making inappropriate choices and irresponsible decisions. CATCH offers positive experiences through the four categories of external assets:

- **Support** – Students experience support, care, and love from CATCH faculty and administrators. CATCH provides the students with a positive, supportive environment.
- **Empowerment** – Students are valued as an integral part of the CATCH community and have opportunities to contribute to others at the school and in the community.
- **Expectations** – Students know what is expected of them and whether activities and behaviors are “in bounds” or “out of bounds.”
- **Constructive use of time** – Students learn constructive, enriching opportunities for growth through creative and enriching academic activities.

In addition to imparting these four assets upon its students, CATCH also focuses on fostering the inherent qualities within each student. These qualities, when developed through CATCH’s positive reinforcement, provide the students with a solid foundation of confidence, passion, and purpose.

- **Commitment to learning** – Students develop a lifelong commitment to education and learning.
- **Positive values** – Students develop strong values that guide their choices.
- **Social competencies** – Students develop skills and competencies that equip them to make positive choices, build relationships, and succeed in life.
- **Positive identity** – Students develop a strong sense of their own power, purpose, worth, and promise.

These developmental assets, which teachers are trained on during summer professional development, provide the students with the knowledge they need to take advantage of the opportunity given to them. CATCH puts these assets into practice by creating opportunities for its students to increase their future economic potential. CATCH’s approach focuses on employing a mixture of academic work and personal experiences to graduate its students on time and prepare them for success in postsecondary education. Although the school’s counselor identifies and monitors the progress of low socio economic students, CATCH’s small school atmosphere provides an environment that functions as a second home and allows all school stakeholders to monitor the progress of this group of students. Their academic schedules are combined with informal activities such as off-campus outings to colleges and universities and regional leadership conferences. Augmenting students’ academic course load with these activities helps them visualize the benefits education can bring.

**Students at Risk of Retention**

Because CATCH holds the same high expectations for all students, administrators and teachers will ensure that no individual student falls behind. By instituting comprehensive support for all students, providing after-school and in school tutoring and assistance during all time periods CATCH is utilizing a program of on-going mentoring and assessment which makes sure that no student is left behind.

- **Student Study Team (SST)** - As the success of every student is a primary pillar of CATCH, students who are identified by their teacher as needing extra support or services, whether because of academic troubles, issues with behavior or emotional issues, or other concerns will be referred to the SST. CATCH’s SST is comprised of the student’s teachers, parent(s), and other school personnel depending on the nature of the referral. The SST is an effective way to bring together CATCH’s team to support students who are struggling in regular classes. CATCH’s SST process provides early identification, a collective review, and early identification planning with developed strategies and resources with measurable outcomes. A follow up meeting is scheduled within at least 6-8 weeks in order to review progress or continuing concerns and monitored by the Instructional Leader.

- **Individual conferences**: Throughout each grading period, all parents of students earning Ds and Fs at CATCH are informed of their child’s academic performance. All general education teachers are responsible for holding individual conferences monitored by the Principal and Instructional Leader.

- **7th period CATCH-CLASS™**

- After school tutoring via the Extended Day program
“Summer Bridge” classes in math and English are funded by the school and held at CATCH – The Summer Bridge program is for motivated yet under-supported incoming 9th grade students from local middle schools. The incoming 9th grade students in the program learn that academic success is essential, fun and can be both rewarding and empowering. CATCH’s goal is to ensure that each student in the program gain the confidence and academic skills to thrive in CATCH’s college preparatory high school program while becoming integrated into the CATCH family. This program provides tuition-free academic enrichment and advocacy for incoming CATCH students.

Staff professional development sessions are held every Wednesday throughout the entire school year and focus on meeting the varying needs of all children including both low achieving and gifted students, the implementation of effective classroom practices, and the implementation of comprehensive and effective classroom practices.

On-campus, the Career Counselor regularly collaborates with all teachers and students to provide support regarding credit recovery courses and devises a plan to assist students who are struggling as necessary.

PowerSchool allows all teachers, parents, and students to monitor grades and track student progress. All teachers regularly document parent contacts and efforts to provide intervention for students who are struggling.

**Promotion and Retention of Students**

Students are expected to demonstrate mastery prior to completing any course of study. There will be no social promotions at CATCH. Students will also have the capacity to accelerate far beyond the age-specified curriculum based on interest, skill, and mastery of prerequisite knowledge. CATCH has clearly defined expectations for what students should know and be able to do at each grade level in each subject. This effort is designed to equip all students with the academic skills that will enable them to pursue educational and career goals. Promotion and retention of students will be based on multiple assessment measures. In the case of a student’s failure to achieve required mastery of grade level competencies, a written determination of needed achievement levels will be provided to and discussed through individual conferences with the student’s parents and student’s teachers. The Principal and Instructional Leader are responsible for holding and monitoring individual conferences. Failing students must participate in a remedial program (i.e. *CATCH-CLASS™* remedial, after-school tutoring, and summer school). The student’s academic performance will be reassessed at the end of the remediation program, and the decision to retain or promote the student will be reevaluated at that time. The promotion and retention of students with disabilities will be determined according to their IEP. In addition, CATCH’s SST meetings are held on a regular basis throughout the school year for struggling students and can be requested by a parent, teacher, and counselor to provide early identification, a collective review, and written plan with goals
that outline strategies, interventions, and a timeline to meet the defined goals, monitored by the Instructional Leader.

**Special Education Program**
All charter schools must adhere to all terms and conditions of the *Chanda Smith Modified Consent Decree (“MCD”)* and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to Los Angeles Unified School District ("LAUSD" or "District") Governing Board approval, CATCH will either execute a Memorandum of Understanding ("MOU") by and between LAUSD and CATCH regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

**SELPA Reorganization**
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA will begin in the 2013-2014 school year requiring all District-authorized charter-operated schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools shall participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that have previously executed an Option 3 Memorandum of Understanding ("MOU"), will be required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

**Compliance with Child Find Activities for Conversion Schools**
District-authorized conversion charter schools must conduct Child Find activities for students residing in its pre-charter attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special
education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion charter schools must distribute the District’s brochure, “Are you Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster and use other District materials to address the search and serve requirement of the law, (e.g., “The IEP and You”).

**Modified Consent Decree Requirements**

All charter schools chartered by LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith Modified Consent Decree* (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- # The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- # Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- # CBEDS, which is due at the end of October of Each School Year.
- # All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- # Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS). ISIS is a suite of applications which is designed to capture all District student data.
The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS). ISIS is a suite of applications which is designed to capture all District student data.

**Fiscal Responsibility**
CATCH shall receive its allocated share of AB602 special education funds and shall be fiscally responsible for the provision of special education services and instruction to the students they serve. The allocated amount shall be calculated using a funding model based on student population (average daily attendance). CATCH shall keep daily attendance for each student, which shall be reported and certified according to District policies and procedures.

The special education responsibilities of CATCH and the District, and the special education funding model may be modified, supplemented or clarified through a mutually agreed upon Memorandum of Understanding (“MOU”). When an MOU is executed its provisions shall be incorporated by reference into this Charter and shall, to the extent necessary to carry out the intent of the MOU, supersede the provisions on special education responsibilities and funding set forth above.

**Qualified Teacher Recruitment**
CATCH will continue to recruit interested and qualified classroom teachers by various means including, but not limited to, partnerships with Teacher Preparation Programs, college and university career development centers, internet job search engines (i.e. Edjoin, Monstertrak, Careerbuilder, etc.), newspaper advertisements, career and job fairs, and referrals. CATCH will recruit applicants that are highly qualified, fully credentialed, possess subject matter competency and fulfill all requirements as outlined by No Child Left Behind (NCLB) regulations.

**Professional Development**
CATCH administrators, in accordance with State and District requirements and contractual agreements, will continue to evaluate teachers on a monthly basis; all teacher evaluations will be based on criteria provided by the National Board for Professional Teaching Standards (NBPTS).
During these observations and evaluations, considerable time will be devoted to practices, which improve the overall instructional delivery system including teacher effectiveness, comprehensive student assessment and monitoring and a total review of the CATCH curriculum.

CATCH teachers are hired with a high level of core-content knowledge, as well as knowledge in the areas of the arts and technology. The interdisciplinary curriculum approach will include group-teacher planning, focused scope and sequences measures for maintaining structure, and thorough evaluation of and follow-through with all students.
Further focus will be directed toward addressing multiple intelligences, varying student learning styles, interdisciplinary curriculum design, team building, conflict resolution, and planning strategic instructional interventions. Scheduling of ongoing professional-development workshops and sessions will be coordinated by collaboration between the Administration and the teaching staff. These activities include, but are not limited to:

- Once-weekly Professional Development (PD) Meetings
- Faculty meetings
- Grade-level and departmental
- College-level courses
- In-service classes from District, Division, LACOE, and professors from colleges and university teacher preparation programs
- Ongoing Workshops led by retired teachers and administrators
- New-teacher training
- Beginning Teachers Support and Assessment (BTSA)
- Regular classroom visitations from administration and Board with appropriate feedback
- Ongoing classroom visitations from peer teachers (Teacher rounds) with appropriate feedback

Teachers new to CATCH participate in one-to-two weeks of summer training, to gain fluency in the CATCH education program. In addition, the Principal of Instruction and Curriculum provides leadership and professional development, through on-site coaching. Teachers are organized into teams, each led by an experienced lead teacher, who has the skills to mentor others.

New teachers receive training in the following topics during their summer training:

- Overview of CATCH Instructional Program
- Classroom Management, Rules, and Expectations
- Standards-based Instruction in ELA and Math
- Differentiated Instruction
- Designing Quality Instructional Spaces
- Analyzing Student Achievement Data
- Special Education Policies and Procedures
- Extended School Day

Additionally, teachers are trained and coached during weekly PD sessions held throughout the year. These sessions will often be led by the Principal of Instruction and Curriculum but may also be led by an outside instructional coach or a teacher sent to an outside training session for the purpose of returning to share any knowledge gained with the rest of the staff. Data analysis is the driving force behind instruction at CATCH and, as such, is frequently discussed throughout the year. Analysis of CST results from the
previous year as well as diagnostic tests administered during the CATCH-CLASS™ at the start of the year are used to determine the needs of CATCH students and appropriate topics for future PD sessions. Other important topics to be covered during PD sessions are determined by our continued commitment to integrating technology and infusing the arts into our instruction as well as mandated elements that teachers must account for (e.g. common core implementation plans). A potential PD plan for the 2013-2014 school year will look something like the following:

- **August 2013**
  - Know your student population
  - CST data review
  - Special populations (SPED, SDAIE, SSTs)
  - What's ahead for Common Core - standards, expectations, achievement levels
- **September 2013**
  - Behavior plans and accommodating needs - implications for campus culture
  - Curriculum planning using backwards design
  - Data analysis of 6-week benchmarks
  - Long range planning w/learning goals and objectives
    - Use of technology in lesson plans
  - Mid-range planning with daily lesson plans
- **October 2013**
  - Linking instructional practices to positive behavioral support
  - Classroom management strategies
  - Post-Secondary Preparation - "College month"
  - Data analysis of 12-week benchmarks
- **November 2013**
  - Connecting college and career standards with civic education standards aligned to Common Core
  - Common Core - revised mathematics framework (review and discuss implications)
  - Ensuring rigor and readiness in the classroom
- **December 2013 - January 2014**
  - Refining assessment practices for next semester
  - Data analysis of 18-week benchmarks
  - Technology update - Common Core requirements and Smarter Balanced Assessments
- **February 2014**
  - Student data analysis and goal setting (emphasis on 10th grade CAHSEE and CSTs)
  - Common Core and problem based learning with LACOE
  - Data analysis of 6-week benchmarks
- March 2014
  - CST test prep - how to prepare students (All month)
    - Princeton Review strategies
    - Study skills and practices that work
    - Etc
- April 2014
  - Pathways for Success: preparing college and career ready graduates
  - Project based learning and the Arts
  - Multiple Intelligences and alternative assessments through art
  - Data analysis of 12-week benchmarks
- May 2014
  - Closing the year, closing the achievement gap
  - Common Core - revised English-language arts framework (review and discuss implications)
  - The year ahead: Common Core In the 2014-2015 school year

It is important to note that this is a tentative calendar as PD at CATCH is guided by the needs of students which may differ slightly from the expectations planned for above.

**Transferability of Courses**
When students enroll at CATCH, faculty and a representative from the administration meet with the parent/guardian and the student to discuss the student’s CATCH Plan. The parent/guardian is given a copy of the student’s CATCH Plan. The plan details the credits the student currently has, as well as the credits the student needs to graduate on time. Since CATCH strictly adheres to the state mandated course material, all the core curriculum classes taken at CATCH, and recorded in the CATCH plan are UC-approved, certified as fulfilling the “a-g” subject requirements, and transferable to any public high school or university. All students are expected to meet the a-g requirements.

**Eligibility of Courses**
Upon enrolling at CATCH, the parent/guardian is given a copy of the student’s CATCH Plan. The plan includes a description of the student’s completed courses, as well as the remaining courses the student needs to complete at CATCH, and a description of the a-g requirements. Parents are also informed about the a-g requirements during Fall Orientation, and through teacher syllabi. All students at CATCH are expected to meet the same curriculum course requirements as LAUSD to graduate from high school and be considered for admission to UC/CSU schools. The students’ curriculum at CATCH is designed to, at a minimum, satisfy the “a-g” admissions criteria for the University of California and California State University system.
Table 28: Graduation Requirements and Minimum College Admission “A-G” Requirements included on the CATCH Plan

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>HIGH SCHOOL GRADUATION Grades 9 – 12</th>
<th>UNIVERSITY OF CALIFORNIA “A-G” Requirements Grades of C or better</th>
<th>CALIFORNIA STATE UNIVERSITY “A-G” Requirements Grades of C or better</th>
<th>PRIVATE COLLEGES &amp; UNIVERSITIES “A-G” Requirements Grades of C or better</th>
<th>COMMUNITY COLLEGE Grades of C or better</th>
</tr>
</thead>
<tbody>
<tr>
<td>English “B” Requirement</td>
<td>40 credits English 9, English 10 American Literature &amp; Contemporary Composition 12th grade Composition &amp; an English Literature elective</td>
<td>4 years: English AP/additional courses are recommended</td>
<td>4 years: English AP/additional courses are recommended</td>
<td>4 years: English AP/additional courses are recommended</td>
<td>Please note: Students are most successful when they continue to take the college preparatory courses suggested for each semester. Students are also encouraged to enroll in Honors, Advanced Placement and other rigorous courses</td>
</tr>
<tr>
<td>Mathematics “C” Requirement</td>
<td>20 credits College Preparatory Math: Algebra 1, Geometry, Algebra 2 or higher levels (Must enroll in math 9-11) Adv. App. Math (12th grade) If Geometry is not met Additional courses are recommended</td>
<td>3 years: Algebra 1, Geometry, Algebra 2 AP/additional courses are recommended</td>
<td>3 years: Algebra 1, Geometry, Algebra 2 AP/additional courses are recommended</td>
<td>4 years: English AP/additional courses are recommended</td>
<td></td>
</tr>
<tr>
<td>Lab Science “D” Requirement</td>
<td>20 credits 10 credits Biological Science (Biology) 10 credits Physics Science (Chemistry or Physics)</td>
<td>2 years: Lab Science – including at least 2 of the three foundational subjects of Biology, Chemistry and Physics. 3-4 courses are recommended</td>
<td>2 years: Lab Science 3-4 courses are recommended</td>
<td>2 years: Lab Science</td>
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</tr>
<tr>
<td>World Languages “E” Requirement (Language Other Than English)</td>
<td>2 years: Same World Language AP and 3-4 courses are recommended</td>
<td>2 years: Same World Language AP and 3-4 courses are recommended</td>
<td>2 years: Same World Language AP and 3-4 courses are recommended</td>
<td>2 years: Same World Language AP and 3-4 courses are recommended</td>
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<tr>
<td>Visual/Performing Arts “F” Requirement</td>
<td>10 Credits Visual/Performing Arts</td>
<td>1 year: Visual and Performing Arts</td>
<td>1 year: Visual and Performing Arts</td>
<td>Visual &amp; Performing Arts courses may count as electives</td>
<td></td>
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<tr>
<td>Electives “G” Requirement</td>
<td>75 Credits</td>
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<tr>
<td>Applied Technology</td>
<td>10 Credits</td>
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<td>Career Technical Education courses accepted</td>
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<tr>
<td>Physical Education</td>
<td>20 Credits</td>
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<tr>
<td>Health</td>
<td>5 Credits</td>
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<tr>
<td>Total Credits to Graduate</td>
<td>230 Credits</td>
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<tr>
<td>Assessments</td>
<td>California High School Exit Exam (CAHSEE)</td>
<td>SAT Reasoning Test or ACT plus Writing Analytical Writing Placement Exam (Subject A) College major may require SAT Subject Tests</td>
<td>SAT Reasoning Test or ACT Placement exams in English EPT and Math ELM</td>
<td>SAT Reasoning Test or ACT SAT Subject Tests are required for some colleges</td>
<td>Placement exams for English, Mathematics and Chemistry</td>
</tr>
</tbody>
</table>
ELEMENT 2:
MEASURABLE PUPIL OUTCOMES
Element 2: Measurable Pupil Outcomes

SB1290 requires charter petitions to contain descriptions of how the charter school will meet pupil academic achievement outcomes for both school-wide and all groups served by the charter school. SB 1290 requires petitions to describe pupil academic achievement outcomes for both school-wide and for all groups of pupils served by the charter school. SB 1290 revises Education Code sections 47605 to specify that “all groups of pupils served by the charter school” means “a numerically significant pupil subgroup” as defined by Education Code section 52052(a)(3). In particular, section 52052(a)(3) (also recently revised), specifies that a “numerically significant pupil subgroup” is one that meets both of the following criteria:

1. The subgroup consists of at least 50 pupils, each of whom has a valid test score; and
2. The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores.

If a subgroup does not constitute 15 percent of the total population of pupils at a school who have valid test scores, the subgroup may constitute a numerically significant pupil subgroup if it has at least 100 valid test scores. Examples of potentially significant student subgroups include ethnic subgroups, socioeconomically disadvantaged pupils, English learners, and pupils with disabilities. (Ed. Code § 52052(a)(2).

Beginning with the 2014-2015 academic year, CATCH will use the Smarter Balanced Assessments to assess implemented Common Core curriculum. CATCH will follow all guidelines set forth by the state of California in accordance with Common Core.

Skills, Knowledge, and Attitudes Reflecting the School’s Educational Objectives

English-Language Arts

Students are required to take eight semesters of English-Language Arts to graduate. Throughout the English curriculum, students will develop and hone skills in reading, writing, written and oral English language Conventions, as well as those in listening and speaking.

In their first two years, students will show proficiency in vocabulary development, reading comprehension, and literary analysis. Initial attention will focus on students identifying roots and denotative and connotative meanings in words. From the foundation built by proficient vocabulary, students will enhance their ability to analyze and understand reading passages, and will be able to effectively evaluate authors’ works by analyzing the structure and content of their arguments. By the third year, they have developed their vocabulary skills and are ready to intensify their focus on word analysis. The curriculum places greater emphasis on tracing the etymology of words and
understanding their origins respective to their meaning. Likewise, reading comprehension goes further and demands that students understand the different ways an author can present an argument and how to respond with a knowledgeable and relevant critique. Students respond to historically or culturally significant works of literature by addressing elements of style and form, with an understanding of the various types of language structure. With these skills, students are then able to form their own written and oral responses to the literature discussed in class.

Students at CATCH engage in enhancing their writing skills. In the first two years, students develop the skills necessary to craft clear and well-thought out arguments. These include forming focused thesis-driven works and using appropriate research as evidence in compositions. Mastering these skills allows students the opportunity to create written works in different categories as their writing skills increase. This progression begins with writing responses to passages and creating personal narratives. It then culminates with students creating research-based analytical essays. By the third year, students have a control of their writing and develop a distinct style of their own. This end-result is the product of continuous practice composing clear, purpose-driven writing. Following similar themes from their first two years, students in their third and fourth years show a strong command of the English language and are capable of creating well-argued and researched documents.

Over four years, students will master structural elements of written and oral communication. They will exhibit a foundation of English grammar, which will prepare them for creating clear and concise written and spoken works.

Students formulate judgments about oral communication and deliver focused and coherent presentations of their own. These convey clear and distinct perspectives and solid reasoning. The students tailor their purpose and delivery to the audience.

**English Language Learners**

ELs are reclassified to fluent English proficient based on multiple criteria that are identified in the California Education Code and recommended by the State Board of Education (SBE). Reclassification is an achievement, but not the end goal for ELs. At minimum, CATCH’s goal is to maintain higher reclassification rates than the District. CATCH will continue to monitor the progress of RFEPs for at least two years after they are reclassified. If a students’ academic progress drops, he or she will be given support or interventions to ensure that they meet grade level expectations. Support and interventions for ELs and RFEPs include:

- Student/teacher/parent conference
- After school tutoring
- Specialized reading, writing, or math instruction during 7th Period
- Content-based language development support classes
- Primary language support
• Placement in reading, writing, or math support class
• After-school academic support

In 2010-11 CATCH tested one student who was reclassified as English proficient (a 100% reclassification rate representing less than 1% of the total school population). In 2011-12 CATCH tested two students but neither was reclassified as English proficient (a 0% reclassification rate); those students scored Intermediate and Early advanced on the CELDT. Of the two students, one graduated from CATCH, and the other student is still enrolled at CATCH as a sophomore. We continue to monitor the progress of our EL students using the same intervention plan as with our RFEPs; those supports and interventions include but are not limited to: student/teacher/parent conferences, after school tutoring, and specialized reading, writing or math instruction during 7th period. For the 2012-13 school year, one student was tested and scored Early Advanced; The minimum criteria to be considered for reclassification are:

- Score of Basic or above on the most recent California Content Standards Test (CST) or CMA in English-language arts
- English proficiency on the CELDT: Overall level of Early Advanced (level 4) or Advanced (level 5) with each domain score (Listening, Speaking, Reading, and Writing) Intermediate (level 3) or higher
- Teacher evaluation based on student grades/progress report marks*
- Parent consultation and approval

*In the event that a student meets the CELDT and CST/CMA criteria but not the grade/ progress report mark requirements, the school’s Language Appraisal Team (LAT), consisting of the Academic and Career Counselor, the Principal of Instruction and Curriculum and a credentialed English teacher, must meet to analyze other student data that demonstrates grade-level proficiency. The following multiple measures may be considered:

- Score of Basic or higher on District-adopted standards-based ELA assessments or standards-based common final ELA exam (grades 9-12)
- Report card grades/progress report marks in equivalent ELA courses (secondary)
- Prior CST/CMA scores
- Authentic student work samples, especially writing samples
- California High School Exit Examination (CAHSEE) scores

Monitoring progress of the acquisition of English is essential. Regular assessments that measure English language proficiency – over and above curriculum-embedded assessments, and those assessments included with District adopted curriculum – are administered regularly to all ELs. CATCH monitors EL student development of English using:

- CELDT Scores
- ELD Progress
- Benchmark Assessments
- ELD Assessments (currently being developed by LAUSD Multilingual and Multicultural Department staff)
- Curriculum Assessments

CATCH will meet the federally required Title III Annual Measurable Achievement Objectives (AMAOs) established by the State. These performance goals are to ensure that ELs at CATCH:

1. Make annual progress toward English language proficiency (AMAO 1)
2. Achieve and maintain English proficiency (AMAO 2), and
3. Make adequate yearly progress in English-Language Arts and Mathematics (AMAO 3)

CATCH’s AMAO targets are developed using California Department of Education guidelines. Table 29 describes CATCH’s AMAO targets and assessments used to monitor progress.

<table>
<thead>
<tr>
<th>AMAO</th>
<th>ASSESSMENTS</th>
<th>2012-13 PERCENTAGE TARGET</th>
<th>2013-14 PERCENTAGE TARGET*</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMAO 1: Percentage of ELs Making Annual Progress in Learning English</td>
<td>CELDT</td>
<td>57.5</td>
<td>59</td>
</tr>
<tr>
<td>AMAO 2: Percentage of ELs Attaining the English Proficient Level on the CELDT</td>
<td>CELDT</td>
<td>21.4</td>
<td>22.8</td>
</tr>
<tr>
<td>AMAO 3: AYP Requirements for EL: ELA</td>
<td>CST, CMA, CAPA, CAHSEE</td>
<td>95 Participation Rate 89 Proficiency Rate</td>
<td>95 Participation Rate 100 Proficiency Rate</td>
</tr>
<tr>
<td>AMAO 3: AYP Requirements for EL: Math</td>
<td>CST, CMA, CAPA, CAHSEE</td>
<td>95 Participation Rate 89.1 Proficiency Rate</td>
<td>95 Participation Rate 100 Proficiency Rate</td>
</tr>
</tbody>
</table>

*The California Department of Education has not yet established AMAO targets for academic years beyond 2013-14. CATCH intends to continue to see annual progress and will meet all established goals (http://www.cde.ca.gov/ta/ac/t3/).

In the event that CATCH does not meet any one or more of the three AMAOs in any year, CATCH will (1) develop an improvement plan that will ensure that all AMAOs will
be met, and (2) inform the parents of all ELs within 30 calendar days of the public release of the Title III Accountability Report issued by the State, that the AMAOs have not been met.

The California English Language Development Test (CELDT) will be used to assess EL students on an annual basis to measure their progress. In accordance with the LAUSD English Learner Master Plan, the objectives for EL and Long-Term EL (LTEL) students at CATCH are that they will achieve a growth of one CELDT level per year and attain an English proficient level in a maximum of three years. These objectives, summarized in Table 30, are used to determine the reclassification rates for EL and LTEL students at CATCH.

**Table 30: Minimum Progress Expectations for EL and LTEL Students at CATCH**

<table>
<thead>
<tr>
<th>Minimum Progress Expectations for EL and LTEL Students at CATCH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeline</strong> (Based on Annual CELDT level at entry)</td>
</tr>
<tr>
<td>---------------------------------</td>
</tr>
<tr>
<td>CELDT</td>
</tr>
<tr>
<td>ELD Standards-based measures (e.g., revised ELD progress profile)</td>
</tr>
<tr>
<td>English Lang. Arts: CST/CMA, Core K-12</td>
</tr>
<tr>
<td>Math: CST/CMA, Core K-12</td>
</tr>
</tbody>
</table>

FBB = Far Below Basic, BB = Below Basic, B = Basic, P = Proficient, A = Advanced. *Mid-Basic = 325 on CST/CMA-ELA.

Source: LAUSD English Learner Master Plan, 2012

**Mathematics**
Students are required to take eight semesters of mathematics to graduate. Throughout the mathematics curriculum, students develop and hone skills in algebra, geometry and math analysis (one semester each of trigonometry and pre-calculus).
**Algebra I:**
Students will develop an understanding of the symbolic nature of mathematics and the role it plays in the sciences. They will also develop algebraic skills and concepts to be used in problem-solving activities.

**Geometry:**
Students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems.

**Algebra II:**
Complimenting and expanding upon mathematics instruction from the first two years, Algebra II offers students the opportunity to gain algebraic experience in greater detail. The second installation of algebraic instruction provides a further application of mathematic principles and language to solve problems.

**Math Analysis (Includes one semester each of trigonometry and pre-calculus):**
Whereas Algebra II builds upon the first two years and complements the material covered in Algebra I, Trigonometry likewise functions as an extension of Geometry. Building in extensive detail, upon previously mastered concepts, Trigonometry is a gateway to further studies in mathematics, bridging the studies in Geometry and Algebra with the foundation necessary for postsecondary studies in mathematics based disciplines. In the second semester, students will learn the skills that will later be applied in calculus. The focus will be on problem solving using mathematical models to represent real world situations. Experience with graphing calculators will be incorporated.

**Science**
Students are required to take four semesters of science to graduate. Throughout the science curriculum, students will develop and hone skills in biology, chemistry and physics. Students will engage in meaningful questions and the conduction of careful investigation and experimentation. Through these pursuits, they will develop their own questions about the natural world and will form scientific evaluations based on evidence and research data. Additional classes in chemical inquiry and exploration science are also offered as electives. The skills learned in the science curriculum will create students that make scientific inquiry a part of their daily life.

**Biology:**
Studies in Biology begin with analyses of micro structures such as cellular biology and genetics. Students then progress toward understanding the associations between complex biological systems that occur within humans (physiology). Through the fields of ecology and evolution, students’ studies culminate with a broad understanding of biological functions in the natural world.

**Chemistry:**
Focusing on the molecular level, students in Chemistry understand the physical and chemical properties of the elements in the periodic table. These concepts are applied to several fields of study throughout the year. Students study the biological, chemical, and physical properties of matter relating to the ability of atoms to form chemical bonds with other atoms. An understanding of both the periodic table and chemical bonding is the basis for further studies in the conservation of matter (balancing equations), gas properties, acids and bases, and solutions. Students will also gain an understanding of the complex properties of thermodynamics, reaction rates, and nuclear processes.

**Physics:**
This laboratory course focuses on concepts and principles that explain many naturally occurring events in the world. Students also develop strong problem-solving skills as they build an understanding of straight line and rotational motion, gravitation, momentum and energy, electricity, and magnetism. Considerable effort is made to relate physics theory with real-world and laboratory experiences.

**Social Science**
Students are required to take six semesters of social science to graduate. Throughout the social science curriculum, students will develop and hone skills in chronological and spatial thinking, historical research, and historical interpretation.

**World History:**
By studying world history, students are expected to gain a greater understanding of the political, economic, and social forces that contributed to the shaping of the modern world. The moral and ethical principles contributing to western philosophy are applied to the studies of the world, beginning with the political revolutions of the 18th century. Students trace the development of political and economic trends across the world and their interconnected nature, including new imperialism, the industrial revolution, the First World War, and the Second World War.

**U.S. History:**
United States history is dedicated to understanding the major events of the 20th century. After a brief overview of the nation’s ideological and political origins, the focus of the course shifts to the domestic and international issues of the 20th century. Domestic issues such as industrialization, the growth of urban centers, immigration, the Great Depression, and the Civil Rights Movement are discussed alongside the major international developments of the 20th century. The First and Second World Wars and their consequences, are analyzed alongside the United States’ accompanying rise as a global superpower.

**Principles of American Democracy/Economics:**
American democracy and economics build upon the principles of United States history. Students explore the foundation and functions of the American Government
with great detail. Students are expected to compare systems of government in the modern world. With this global perspective, they analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government, understanding the unique nature of the American Government in the world today. Emphasis is placed on understanding the relationship among different levels of government, from federal, to state, and to local. At the conclusion of the course students are prepared to assume the responsibilities of citizenship.

Additionally, students analyze economic concepts, providing a foundation for the understanding of operations and institutions of economic systems. This includes the application of graphs, statistics, and economic equations to create or forecast economic scenarios on the micro and macro levels.

**Attitudes**

Students at CATCH will be expected to utilize core values as means to learn which include, but are not limited to the following:

**Appreciate Knowledge:** Recognize that knowledge is power and worth pursuing for its own sake, that knowledge is the key to problem solving, and that it usually takes personal effort to acquire meaningful knowledge.

**Develop a Positive Attitude:** Demonstrate good will and a supportive attitude toward others and toward the outcome of their endeavors and show school spirit and community pride as a statement of belonging to something larger than themselves.

**Love Learning:** Embrace the learning process as a treasured privilege to be practiced throughout the course of life.

**Embrace Leadership:** Ensure that the rights of the under-represented are primary whether in school or in the community, willingly engage in collaborative projects, enthusiastically participate in school life whether academic or non-academic, and demonstrate responsibility and maturity in adhering to school behavior guidelines realizing that positive discipline is an asset in learning and in life.

**Respect the Dignity of All Others:** Adhere to the highest ethical standards in dealing with others, recognizing that all persons are equal and avoid any behaviors that would discriminate against others, or belittle, tease, or harass others in any way.
### Objective Means of Measuring Pupil Outcomes and Frequency

**Table 31: Objective means of measuring pupil outcomes and frequency**

<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>ALIGNED STATE STANDARDS</th>
<th>ASSESSMENT TOOLS</th>
<th>FREQUENCY</th>
</tr>
</thead>
</table>
| English-Language Arts | Students have reasonable comprehension in the skills of reading, writing and speaking. Additionally, they have a command over a wide variety of literary works | 1. ELA CST’s, CAHSEE  
2. Benchmark exams  
3. Weekly quizzes and tests  
4. Daily homework  
5. Essays and research reports  
6. Teacher evaluations | 1. Yearly scheduled dates per the CDE  
2. Every six weeks  
3. Ongoing  
4. Ongoing  
5. Ongoing  
6. Ongoing |
| Mathematics | Students demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations | 1. Math CST’s, CAHSEE  
2. Benchmark exams  
3. Weekly quizzes and tests  
4. Daily homework  
5. Essays and research reports  
6. Teacher evaluations | 1. Yearly scheduled dates per the CDE  
2. Every six weeks  
3. Ongoing  
4. Ongoing  
5. Ongoing  
6. Ongoing |
| Sciences | Students harness scientific concepts by asking meaningful questions and conducting careful investigations. Through this investigative process, students will gain an understanding of the principles of biology and chemistry | 1. Science CST’s  
2. Benchmark exams  
3. Weekly quizzes and tests  
4. Daily homework  
5. Essays and research reports  
6. Teacher evaluations | 1. Yearly scheduled dates per the CDE  
2. Every six weeks  
3. Ongoing  
4. Ongoing  
5. Ongoing  
6. Ongoing |
| Social Sciences | Students demonstrate intellectual, reasoning, reflection, and research skills in the areas of chronological and spatial thinking, historical research, and historical interpretation. Students will also demonstrate an understanding of world history, modern American history, government and economics. | 1. Social Science CST’s  
2. Benchmark exams  
3. Weekly quizzes and tests  
4. Daily homework  
5. Essays and research reports  
6. Teacher evaluations | 1. Yearly scheduled dates per the CDE  
2. Every six weeks  
3. Ongoing  
4. Ongoing  
5. Ongoing  
6. Ongoing |
| Spanish | Students demonstrate, in the foreign language, the ability to read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works. | 1. Benchmark exams  
2. Weekly quizzes and tests  
3. Daily homework  
4. Essays and research reports  
5. Teacher evaluations | 1. Every six weeks  
2. Ongoing  
3. Ongoing  
4. Ongoing  
5. Ongoing |
| Arts or Technology Elective | Students demonstrate some facility with a fine/performing art or technology. Students will understand the place of art or technology in society. | 1. Culminating projects  
2. Weekly quizzes and tests  
3. Daily homework  
4. Essays and research reports  
5. Teacher evaluations | 1. Every six weeks  
2. Ongoing  
3. Ongoing  
4. Ongoing  
5. Ongoing |
Physical Education
- Students will make a successful transition from the physical education instructional program to participation in physical activity during adulthood

1. Fitnessgram
2. Daily activities including:
   a. Stretches
   b. 20-meter runs
   c. The mile
   d. Cardiovascular exercises

Grade Level
- Students will work to achieve, at a minimum, basic proficiency levels in the work relating to the specific fields.

Subject Matter
- Students will masterfully grasp difficult concepts and have the ability to differentiate key characteristics of each concept in relation to itself and to others.

Outcome of previous objective measurements (test scores) students progress will be measured by in-house test scores such as diagnostics and benchmarks, as well as scores from state mandated tests.

Other Objective Means of Measuring Pupil Outcomes
CATCH will employ a combination of state-mandated testing and internal assessments, to effectively measure the outcomes of its students. In accordance with the California Educational Code, CATCH will adhere to all state-mandated testing regulations and will administer the Fitnessgram, STAR testing and the CAHSEE, to evaluate the periodic as well as the annual progress of its students.

While state testing will provide the faculty and administration with a performance gauge for the four senior-high grade levels, internal assessments serve to review the effectiveness of instruction for smaller groups of students, as well as for individual students. The process begins with diagnostic tests in math and English at the beginning of each semester. Diagnostic tests are created by teachers in corresponding subjects and are administered by them in their classrooms. They are created using end of the year tests from the previous year of the tested student population to gauge grade level proficiency. Specifically, these tests allow the faculty to evaluate students’ strengths and weaknesses – within the subject being taught, helping instructors craft more effective lesson plans.

CATCH API Growth Target
The California Public Schools Accountability Act has determined a minimum growth target of 5 points. CATCH has established a growth target of 20 points during each year of the charter renewal term to satisfy the increased accountability set forth by SB1290. Schools designated as Accomplished must have a minimum API score of 800. CATCH’s goal is to reach above a Developing rating and strive for an Accomplished rating during the renewal term. The CATCH API growth target goals are shown in Table 32.
Table 32: API Growth Targets for CATCH’s Charter Renewal Term

<table>
<thead>
<tr>
<th>SCHOOL YEAR</th>
<th>API BASE</th>
<th>API GROWTH TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>701</td>
<td>20</td>
</tr>
<tr>
<td>2013-14</td>
<td>721</td>
<td>20</td>
</tr>
<tr>
<td>2014-15</td>
<td>741</td>
<td>20</td>
</tr>
<tr>
<td>2015-16</td>
<td>761</td>
<td>20</td>
</tr>
<tr>
<td>2016-17</td>
<td>781</td>
<td>20</td>
</tr>
<tr>
<td>2017-18</td>
<td>801</td>
<td>20</td>
</tr>
</tbody>
</table>

As of the 2012-2013 school year, CATCH stands at a base API score of 701. CATCH has identified its goals of reaching a minimum API score of 800 by the end of the charter renewal term as tangible and measurable objectives. As such, our plan is to increase our API score by concentrating our efforts on the following areas:

- Increasing 1st Time CAHSEE Pass Rates for English and Math (increase of 3% every year of the charter renewal term)
- Decreasing the number of students performing in the Far Below Basic and Below Basic performance bands in CST Math (decrease of 6% every year of the charter renewal term)
- Increasing the number of students achieving in Proficient and Advanced performance bands in CST Math (increase of 3% every year of the charter renewal term with a goal of 26% Proficient or above by the end of the term)
- Decreasing the number of students performing in the Far Below Basic and Below Basic performance bands in CST English (decrease of 3% every year of the charter renewal term)
- Increasing the number of students achieving in Proficient and Advanced performance bands in CST English (increase of 3% every year of the charter renewal term with a goal of 47% Proficient or above by the end of the term)
- At the minimum, maintain our current graduation rates (92.2% for 2010-11 academic year as of the last available Cohort Outcome Data Report on CDE)
- Increase number of students in Social Sciences CSTs to Proficient and Advanced performance bands (increase of 3% every year of the charter renewal term)
- Increase number of students in Biology and Chemistry CSTs in Proficient and Advanced performance bands (increase of 3% every year of the charter renewal term)

Specific target goals for 1st time CAHSEE pass rates for English and Math, and for students achieving in Proficient and Advanced performance bands for CST English and Math exams are consistent with CATCH’s Student Performance Framework projected growth targets (See Table 37).
In order to achieve these goals, thereby increasing our API score yearly and meeting the recommended minimum API growth, we will continue to implement the following strategies:

- Offering CAHSEE support and individualized tutoring to increase both proficiency and pass rates
- Providing after-school tutoring and intervention software (“I Can Learn”) for additional support in Math
- Offering CATCH-CLASS™ as a tutorial period in which students are strategically placed in order to specifically service their individual areas of need
- Utilizing creative and innovative methods of data analysis on benchmark exams for each discipline in order to monitor and assess individual and collective student performance throughout the year
- Adhering to small class sizes to maximize each student’s learning potential within an effective learning environment
- Infusing Common Core Standards into current curriculum in order to maximize and ease transition into full implementation of Common Core Standards
- Providing teaching staff with professional development opportunities that will enhance instructional philosophy and practice

**CATCH AYP Target**

As determined by the California Department of Education, CATCH’s target is to meet all AYP Criteria for 2013 (as indicated in Table 33). We plan to meet these targets by taking appropriate measures (e.g. parent meetings) to ensure full participation in state mandated ELA and math exams and by implementing our instructional program for student achievement. Table 34 shows the AYP proficiency targets our instructional program is aiming for during the charter renewal term; these targets were established by looking at our AYP data for 2011-12 and making projections based on our previous rates of growth. Additionally, CATCH’s targets for CAHSEE passage rate and graduation rate are detailed below. CATCH CAHSEE passage rates are shown in Table 35 “Additional School Targets”. We expect that our data driven instructional program will help us meet our goals. Also, while we currently only have one EL student, we are prepared to meet the needs of EL students should we have an influx of EL students during our charter renewal term. In accordance with the federally required Title III Annual Measurable Achievement Objectives (AMAOs) established by the State, CATCH will ensure that EL’s: make annual progress toward English language proficiency (AMAO 1), achieve and maintain English proficiency (AMAO 2), and make adequate yearly progress in English-Language Arts and Mathematics (AMAO 3).
Table 33: 2012-2013 AYP Target

<table>
<thead>
<tr>
<th>AYP CRITERIA</th>
<th>MEET AYP CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>English-Language Arts, Participation</td>
<td>Yes</td>
</tr>
<tr>
<td>English-Language Arts, Percent Proficient</td>
<td>Yes</td>
</tr>
<tr>
<td>Mathematics, Participation</td>
<td>Yes</td>
</tr>
<tr>
<td>Mathematics, Percent Proficient</td>
<td>Yes</td>
</tr>
<tr>
<td>Academic Performance Index (API)</td>
<td>Yes</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Source: California Department of Education; Office of Data and Accountability

Table 34: AYP Proficiency Targets for the Charter Renewal Term

<table>
<thead>
<tr>
<th>Year</th>
<th>AYP Proficiency Targets Math</th>
<th>AYP Proficiency Targets English</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12*</td>
<td>46%</td>
<td>39%</td>
</tr>
<tr>
<td>2012-13</td>
<td>56%</td>
<td>50%</td>
</tr>
<tr>
<td>2013-14</td>
<td>64%</td>
<td>58%</td>
</tr>
<tr>
<td>2014-15</td>
<td>70%</td>
<td>65%</td>
</tr>
<tr>
<td>2015-16</td>
<td>75%</td>
<td>71%</td>
</tr>
<tr>
<td>2016-17</td>
<td>79%</td>
<td>77%</td>
</tr>
<tr>
<td>2017-18</td>
<td>83%</td>
<td>82%</td>
</tr>
</tbody>
</table>

Source: California Department of Education; Office of Data and Accountability
*Denotes data drawn from CDE. Other years are projections based off of the 2011-12 data.

Table 35: Additional School Targets

<table>
<thead>
<tr>
<th>TARGET AREA</th>
<th>TARGET RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAHSEE ELA Passage by Grade 10</td>
<td>95%</td>
</tr>
<tr>
<td>CAHSEE Math Passage by Grade 10</td>
<td>95%</td>
</tr>
<tr>
<td>CAHSEE ELA Passage by Grade 12</td>
<td>100%</td>
</tr>
<tr>
<td>CAHSEE Math Passage by Grade 12</td>
<td>100%</td>
</tr>
<tr>
<td>Attendance</td>
<td>95%</td>
</tr>
</tbody>
</table>

Source: California Department of Education; Office of Data and Accountability

Our current CAHSEE percentages in terms of pass rates for Grades 10 and 12 are as follows:

- CAHSEE ELA Passage by Grade 10: 87%
- CAHSEE Math Passage by Grade 10: 84%
- CAHSEE ELA Passage by Grade 12: 93%
- CAHSEE Math Passage by Grade 12: 100%
In order to achieve these percentages, we have implemented a number of strategies into our instruction, which include the following:

- Offering CAHSEE support and individualized tutoring to increase both proficiency and pass rates
- Providing after-school tutoring and intervention software (“I Can Learn”) for additional support in Math for CAHSEE
- Offering CATCH-CLASS™ as a tutorial period in which students are strategically placed in order to specifically service their individual areas of need on the CAHSEE
- Infusing CAHSEE preparation into standards-based curriculum
- Analyzing data for practice CAHSEE tests in order to target and diagnose individual student strengths and areas for improvement

As we continue to pursue higher target percentage rates in order to meet our goals and maximize our results on the CAHSEE in the upcoming years (through 2018) for Grades 10 and 12, we will also:

- Analyze previous year’s data and results
- Identify areas for improvement and strengths
- Diagnose students early in the school year with practice CAHSEE assessments
- Infuse Common Core Standards into instruction and CAHSEE preparatory activities
- Provide additional academic support for students who do not have 1st time passage rates by identifying subject-specific areas for improvement

Compared to resident schools, CATCH has significantly exceeded CAHSEE pass rates.

**California Standards Test Targets**

*Table 36: California Standards Test Targets*

<table>
<thead>
<tr>
<th>STANDARDS TEST</th>
<th>PROFICIENCY TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>English-Language Arts</td>
<td>77.8%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>77.4%</td>
</tr>
<tr>
<td>Algebra I</td>
<td>38%*</td>
</tr>
<tr>
<td>Social Science</td>
<td>At least 50% of students reaching Basic proficiency</td>
</tr>
<tr>
<td>Science</td>
<td>At least 50% of students reaching Basic proficiency</td>
</tr>
</tbody>
</table>

Source: California Department of Education: Office of Data and Accountability

*This is the expected proficiency target by the end of the renewal term. We expect to see an annual growth of 3% until the end of the renewal term.*
**Benchmarks To Be Met**
The achievement of CATCH will be measured in both growth and absolute measures and will be compared to the achievement of selected LAUSD schools that are similar in demographics and other characteristics. The comparison schools for CATCH were determined by the LAUSD Office of Data and Accountability.

**Comparison Schools**
In gauging the success of CATCH HS during the renewal term, a group of comparison district schools will be selected. The District will identify the comparison schools and will inform CATCH of the names of the schools and the specific data used to identify them. The analysis of CATCH’s academic performance will include a comparison of the academic achievement of CATCH’s students to the academic achievement of two sets of comparison District schools:

1. The residence schools CATCH’s students would have otherwise attended (“Resident Schools”); and
2. District schools of similar demographic characteristics (“Demographically Similar Schools”).

**Table 37: CATCH’s Comparison Schools**

<table>
<thead>
<tr>
<th>Comparison Schools</th>
<th>Comparison Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roosevelt HS MED</td>
<td>Fremont HS</td>
</tr>
<tr>
<td>Animo Locke HS #1</td>
<td>Dantzler Prep CHT HS</td>
</tr>
<tr>
<td>Animo Locke HS #2</td>
<td>Manual Arts HS</td>
</tr>
<tr>
<td>Animo Locke Tech HS</td>
<td>New Millenium Secondary HS</td>
</tr>
<tr>
<td>Animo Watts CHT HS</td>
<td>Panorama HS</td>
</tr>
<tr>
<td>Alliance COL-RDY SH #5</td>
<td>Roosevelt HS CMNT</td>
</tr>
<tr>
<td>Alliance COL-RDY SH #7</td>
<td>Roosevelt HS Stem</td>
</tr>
<tr>
<td>Crenshaw HS</td>
<td>Dorsey HS</td>
</tr>
<tr>
<td>Jordan HS</td>
<td>Jefferson HS</td>
</tr>
<tr>
<td>East Valley HS</td>
<td>View Park Prep Accelerated HS</td>
</tr>
<tr>
<td>Douglas Academy HS</td>
<td>West Adams Prep HS</td>
</tr>
<tr>
<td>Washington Prep HS</td>
<td>Westchester HS</td>
</tr>
<tr>
<td>Roosevelt HS Harts</td>
<td></td>
</tr>
</tbody>
</table>

*Source: Data Renewal Sets*

**Comparison Resident Schools**
“Resident Schools” will be selected by using CATCH’s students’ home addresses to identify the District schools they otherwise would have attended. The District schools
most represented at CATCH will be chosen as comparison “resident schools.” Demographically Similar Schools will be selected by using a modified version of the formula utilized by the state for creating its similar schools list. Comparison “resident schools” include Crenshaw High School, Washington Prep High School, Fremont High School, Manual Arts High School, and Dorsey High School.

**Primary Growth Measures**

Growth in student achievement is the primary measure that will be used to determine whether the school has been an academic success in its renewal period. The growth of CATCH will be measured annually against the growth of the comparison schools. According to State Education Code, a charter school “shall” meet the criteria set forth in Education Coe section 47607(b) to qualify for renewal. As such, CATCH shall meet at least one of the following criteria to be renewed:

1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years **both the schoolwide and for all subgroups of pupils served by the charter school**.
2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years;
3. Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years; or
4. (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
   (B) The determination made pursuant to this paragraph shall be based upon all of the following:
   i. Documented and clear and convincing data
   ii. Pupil achievement data from assessments, including, but not limited to, the California Standardized Testing and Reporting Program for demographically similar pupil populations in the comparison schools.
   iii. Information submitted by the charter school.

**Other Measures**

CATCH shall use the District’s School Performance Framework as an additional criterion to determine whether the school has been an academic success. Under the School Performance Framework, schools are classified into one of five tiers: Excelling, Achieving, Service & Support, Watch and Focus. It is CATCH’s goal to perform in the top two tiers by the closing of the 2014-15 academic year.
CATCH is currently in the “Service & Support” category, with 17 Status Points. Through meticulous data analysis and an unwavering commitment to effective delivery of instruction, we hope to achieve the goal of earning the required Status Points to place in the two top-tier School Performance Framework categories by the end of the 2014-2015 school year. As such, our plan is to increase our Status Points by concentrating our efforts on the following areas:

- Targeting an annual growth of 3% for “1st Time CAHSEE Pass Rates”
- Decreasing the number of students performing in the Far Below Basic and Below Basic ranges in Algebra I by 6-7% every year of the charter renewal term
- Offering CAHSEE support and individualized tutoring to increase both proficiency and pass rates
- Targeting an annual growth of 2% on CST performance in English
- Maintain our current graduation rates (92.2% for 2010-11 academic year as of the last available Cohort Outcome Data Report on CDE). CATCH graduation rates exceed all resident school graduation rates: Crenshaw High School (69.3%), Washington Prep High School (63.3%), Fremont High School (57.4%), Manual Arts High School (66.1%), and Dorsey High School (72.7%).
- Providing after-school tutoring and intervention software (“I Can Learn”) for additional support in Math
- Offering CATCH Class as a tutorial period in which students are strategically placed in order to specifically service their individual areas of need.

By adhering to our commitment to small class sizes, we hope to increase our overall performance in both English and Math in the Advanced and Proficient ranges, as we continue to prepare our students for success in college. Additionally, by providing students with the opportunity to enroll in our “Summer Bridge” program, we will have added ability to enhance our students’ academic performance by focusing on year-to-year retention of material. As we anticipate the changes in curriculum standards with the upcoming shift to the Common Core Standards and the resulting changes in standardized testing methods, we are prepared to modify and enhance our instruction accordingly in order to meet these goals.

With all of these goals in mind, we hope to increase our current number of Status Points (17) to a minimum of 25 by the end of the 2014-2015 academic year, which would promote us into the “Achieving” category. We believe that promotion to the “Achieving” category is within reach. The following chart details how each Status Point will be earned in order to achieve this goal:
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA CST</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA CST % Prof./Adv. Start of the Year</td>
<td>35%</td>
<td>38%</td>
<td>41%</td>
</tr>
<tr>
<td># of additional students to move up to Prof./Adv.</td>
<td>7</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>ELA CST % Prof./Adv. at end of year (SPF points)</td>
<td>38% (2)</td>
<td>41% (3)</td>
<td>44% (3)</td>
</tr>
<tr>
<td><strong>Math CST</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math CST % Prof./Adv. Start of the Year</td>
<td>14%</td>
<td>17%</td>
<td>20%</td>
</tr>
<tr>
<td># of additional students to move up to Prof./Adv.</td>
<td>7</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Math CST % Prof./Adv. at end of year (SPF)</td>
<td>17% (1)</td>
<td>20% (2)</td>
<td>23% (2)</td>
</tr>
<tr>
<td>Math CST % FBB/BB Start of the Year</td>
<td>60%</td>
<td>54%</td>
<td>48%</td>
</tr>
<tr>
<td># of additional students to move out of FBB/BB</td>
<td>15</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td>Math CST % FBB/BB at end of year (SPF)</td>
<td>54% (1)</td>
<td>48% (2)</td>
<td>42% (3)</td>
</tr>
<tr>
<td><strong>Algebra I CST</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra I CST % Prof./Adv. Start of the Year</td>
<td>25%</td>
<td>28%</td>
<td>31%</td>
</tr>
<tr>
<td># of additional students to move up to Prof./Adv.</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Algebra I CST % Prof./Adv. at end of year (SPF)</td>
<td>28% (5)</td>
<td>31% (5)</td>
<td>34% (5)</td>
</tr>
<tr>
<td>Algebra I CST % FBB/BB Start of the Year</td>
<td>47%</td>
<td>41%</td>
<td>34%</td>
</tr>
<tr>
<td># of additional students to move out of FBB/BB</td>
<td>5</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Algebra I CST % FBB/BB at end of year (SPF points)</td>
<td>41% (4)</td>
<td>34% (5)</td>
<td>29% (5)</td>
</tr>
<tr>
<td><strong>CAHSEE Pass Rates</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st time CAHSEE Pass Rate (previous year)</td>
<td>81%</td>
<td>84%</td>
<td>87%</td>
</tr>
<tr>
<td># of additional students in the 10th grade that will pass the CAHSEE in the school year</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>End of year 1st time CAHSEE Pass Rate (SPF)</td>
<td>84% (5)</td>
<td>87% (5)</td>
<td>90% (5)</td>
</tr>
<tr>
<td><strong>4 Year Cohort Graduation Rates</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Year Cohort Graduation Rate (SPF)</td>
<td>100% (5)</td>
<td>100% (5)</td>
<td>100% (5)</td>
</tr>
</tbody>
</table>
Overall, we believe that the structures and strategies we have adopted will allow us to reach our goals over the course of the next five years. As we continue to sharpen our methods of instruction by analyzing performance data and identifying individual student needs, we are confident that we can achieve what we have set out to accomplish. Reaching the two top-tier performance levels will act as a tangible indicator of our efforts to see students performing at high levels of academic expectation.

Additionally, CATCH believes that in order to meet our pupil academic achievement outcomes school-wide and all groups served by the charter school, we need to continue to improve on our Academic Growth Targets in both English and Math, in addition to remaining out of Program Improvement status.
ELEMENT 3:
MEANS TO ASSESS STUDENT PROGRESS
Element 3: Means to Assess Student Progress

LAUSD-Specific Language

Testing
The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state-mandated tests. If the Charter School does not test (i.e., Fitnessgram, STAR, CELDT, CAHSEE) with the District, the Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District, as well as the Charter School.

Assessment Tools
CATCH has clearly defined what students should know in each subject, at each grade level. These measurable, student outcomes are based on the content of the curriculum, and will serve as the basis by which to measure student outcomes. Student achievement in developing conceptual thinking, problem-solving skills, and content mastery will be assessed using multiple measures, based on an assessment program that both improves learning and provides assurances of accountability. Students will be flexible enough to demonstrate mastery when measured against multiple measures. Mastery will be measured using an assessment model that is formative and summative, holistic and standardized, narrative and norm-referenced. The approach will be conducive to benchmarking students against themselves, evaluating individual groups of students (i.e. English Language Learners), and assessing the whole school, from year to year. The assessment measures will include, but not be limited to:

- State-mandated Standardized Tests
- Student Progress Reports (Every six weeks, three per semester)
- Ongoing teacher Assessments
- Academic Performance Index (API)
- Student Conduct Records
- Student Attendance
- Anecdotal Records

CATCH will meet all statewide standards and conduct the pupil assessments required, pursuant to EC section 60605, and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. The assessment structure will include the CST, standards-based and performance-based assessment tools such as benchmarks given every six week reporting term, comprehensive final exams in core academic subjects given at the end of each semester, and weekly tests and quizzes. Daily homework assignments and other assessments like essays and research reports, teacher evaluations of in-class performance, oral presentations, and group projects are administered a few times per unit of study. These measurements will be weighted and combined into a comprehensive educational assessment program, to determine promotion to the next grade level.
Ongoing assessment and evaluation of educational outcomes are vital in determining if the educational purposes intended are attained. CATCH currently uses Edusoft as the school’s assessment-management system, to guide and analyze standardized testing results; guide classroom instruction; identify individual student needs for re-teaching, intervention, and/or acceleration; determine student growth; and provide periodic evaluation of the program’s effectiveness and also guide professional development. The student achievement data routinely gathered and analyzed include, but are not limited to:

- Results from diagnostic exams
- Results from Fitnessgram
- Results from CST’s
- Results from CAHSEE exams
- Results from CELDT
- Results from benchmark exams
- PSAT, SAT I, SAT II, ACT
- In-classroom progress

The first step in the assessment process is the collection and analysis of information. CST and CAHSEE data is given to teachers at the beginning of the school year by the Principal of Instruction and Curriculum. For other assessments, each teacher will be responsible for collecting their own data whether at the end of each administered assessment such as weekly tests and quizzes, every six weeks for benchmarks, or at the end of each semester for comprehensive finals. Individually, data analysis by teachers will be ongoing throughout the year. As a school, teachers will gather and analyze standards based benchmarks and use standardized data analysis processes to determine areas of strength and need. Once strengths are determined, teachers will share best practices that yielded those results during weekly professional development meetings. Identified areas of need will then serve as the basis for the creation of professional development topics and workshops that also take place during the weekly meetings. Teachers will also use other measures of assessment and data techniques including, but not limited to:

- Observing the lessons teachers are delivering, and the nature of student participation in classroom activities
- Interviewing students about their courses of study
- Conducting student case studies
- Reviewing samples of student work
- Reviewing available college grades
- Analyzing the results of parent and student surveys

In addition, teachers will use data discussed and analyzed in the weekly professional development meetings to modify curriculum and instruction, and improve student
achievement of standards. The standardized data analysis process that teachers will use will highlight patterns that demonstrate a need for improvement. Those improvements may include areas such as reading comprehension and analysis skills, knowledge of characteristics of historical figures or movements, or mathematical reasoning skills. Shared best practices during professional development meetings will help teachers make the appropriate changes to the curriculum and instruction and thus improve student achievement by the next benchmark. This information is reported to students within the same week as the administered benchmark (benchmarks are given every six weeks) and reported to their parents as a letter grade by mail and by using Powerschool, the school’s online student-information system. Students and parents alike will be able to access their grades at any time by login on to Powerschool. Data will be assessed during the course of the year; and if the actual outcomes measure up to those that were intended, then the program has been successful. If not, there will be determination of the problem, and, possibly, a redesign of the educational experiences, for more effective organization.
ELEMENT 4: GOVERNANCE
Element 4: Governance

Operating Principles
CATCH and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

Members of the CATCH executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

CATCH will comply with the Brown Act.

The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b).

Board of Directors
CATCH is organized under the leadership its’ Board of Directors. The duties of the Board of Directors include overseeing the business and fiscal aspects of the school, setting general policies, maintaining site operations, and promoting CATCH’s fundraising activities. The Board of Directors consists of five members, but shall not be less than a minimum of three members at any given time. Members of the Board meet a minimum of ten times throughout the year, once per month, during the academic school year. Vacancies on the Board may be filled by a majority of the Directors then in office, whether or not there is less than a quorum, or by the sole remaining director, except for a vacancy created by removal of a Director by the members.

The Board of Directors will:

- Provide financial oversight
- Provide substantial educational leadership and expertise
- Take leadership in the overall policy development
- Make major financial decisions for the school
- Raise funds
- Build a group of regular financial donors, in order for the charter school to fulfill its mission and achieve its goals
- Advocate for the school by promoting its mission and goals within the community and in the wider education reform arena
- Select and evaluate the school’s directors and Principal of Instruction and Curriculum.
**Process for selecting members of the Board of Directors**
The Board of Directors may appoint and may authorize the Chairman of the Board, the President, or other officer, to appoint any other officers that the corporation may require. Each officer so appointed shall have the title, hold office for the period, have the authority, and perform the duties specified in the bylaws or determined by the Board of Directors.

Without prejudice to any rights of an officer under any contract of employment, any officer may be removed with or without cause by the Board of Directors, or by an officer on whom the Board of Directors may confer that power of removal.

Any officer may resign at any time by giving written notice to the corporation. The resignation shall take effect as of the date the notice is received or at any later time specified in the notice and, unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party.

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in the bylaws for regular appointments to that office, provided, however, that vacancies need not be filled on an annual basis.

**Table 39: Board of Directors and Area of Specialization**

<table>
<thead>
<tr>
<th>BOARD OF DIRECTORS</th>
<th>AREA OF SPECIALIZATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vic Kimbell</td>
<td>Retired Principal, LAUSD</td>
</tr>
<tr>
<td>Willie Kimbell</td>
<td>Retired Principal, LAUSD</td>
</tr>
<tr>
<td>Andreda Pruitt</td>
<td>Retired Principal, LAUSD</td>
</tr>
<tr>
<td>Mattie Sanders</td>
<td>Retired School Administrator, LAUSD</td>
</tr>
<tr>
<td>Debra Shaw</td>
<td>Accounting and Business Management</td>
</tr>
</tbody>
</table>

**Vic Kimbell** now retired, served as an LAUSD administrator for 33 years, earning accolades, through the years, for his dedicated service to students and the community. He continues his passion for serving young people, as an ardent student advocate, a role in which his experiences in schools throughout the LAUSD afford him a comprehensive view of student needs.

**Wille Kimbell**, though now retired, has successfully served the Los Angeles Unified School District for 37 years in a variety of capacities as a teacher at various levels, as Assistant Principal in elementary and middle schools, and as Principal in several schools. His experiences included but were not limited to service in special programs and Title 1, supervision of instruction, and school organization and management. Most of the schools to which he was assigned, served minority and socio-economically disadvantaged
students. He has continued to serve students after his retirement in long-term assignments for LAUSD and on the CATCH board of Directors as his interests in and concern for students is unwavering.

Andreda Pruitt is a retired LAUSD administrator with over 35 years of experience. Through her roles as teacher, counselor, and administrator in various high schools and junior high schools, Ms. Pruitt has provided LAUSD with exceptional leadership. She currently serves as an administrative consultant with the District, for Crenshaw High School and Alain Leroy Locke High School.

Mattie Sanders retired from LAUSD, after having served as an administrator, counselor, and teacher of middle-school mathematics, for 34 years. As administrator, she successfully performed supervisory, scheduling, professional development, and other duties required at a comprehensive, inner-city, secondary school. As a four-year member of the CATCH board, Ms. Sanders has continued to serve students – and the cause of improving education.

Debra Shaw is a CPA and the president and owner of the financial consulting firm, Debra A. Shaw CPA, LLC.

**Table 40: CATCH Organizational Chart**

![CARD image]
**Compliance**
CATCH will comply with all laws relating to public entities in general, all federal laws and regulations and California statutes including but not limited to, the Brown Act and Government Code section 1090, et seq. CATCH and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

Any amendments to CATCH’s bylaws that affect or impact the charter or school operations must be approved through the District’s petition amendment process.

**Parent Participation**
Research and experience show that children's learning is affected by the influence of their parents' involvement. CATCH believes that ultimately its success is, in large part, due to its parental support. Parents participate in and influence strategic decisions made by the Board, by providing input through the Parent Council or by addressing the Board directly. CATCH’s parent council welcomes all parents of CATCH students to membership. The officers are elected from the body at the beginning of the school year. This Executive Board consists of four elective officers: President, Vice President, Treasurer, and Secretary of Treasurer. This council functions in an advisory capacity and provides input to the Board of Directors, advises the school administration, builds a parent-to-parent support network, and directly supports parent education and students’ activities, clubs, and services. The Parent Council will elect a president to participate in each board meeting to provide reports on parent activities, input on issues, and to make policy recommendations.

Parents and guardians are not only welcome at CATCH; they are expected to participate actively in its programs. During Orientation, parents and guardians are required to sign an agreement acknowledging the expectations of parents' involvement and support of their child's education at CATCH, upon that child's enrollment. This agreement outlines the CATCH philosophy and program, as well as expectations of school, teacher, parent, and student behavior. All parent/guardian volunteers must interact with students in a manner consistent with the CATCH mission and vision. As partners in the educational process, parents are expected to:

- Attend parent-teacher conferences during the year
- Attend monthly Parent Council meetings
- Volunteer at least 25 hours each year, in support of the school and/or its activities
- Engage in community-wide fundraising to support the programs of the school

It is important to note that there are no conditions of enrollment or continued enrollment. Volunteers share a vital role at CATCH. Opportunities to volunteer on campus include morning, lunchtime, and afterschool supervision, during student trips and excursions, and school dances. Parents may also volunteer in the classroom and for special programs such as: Holiday galas, community distribution of magazines, graduation, and any other extra-curricular activities. Parents are informed of these opportunities in the orientation and
regularly at parent meetings. Alternative opportunities include monetary donations, school supplies, and any other need expressed to them. Consideration is given to individual needs and situations of parents.

CATCH will continue to maintain regular, two-way, meaningful communication with parents and guardians through the following:

- Annually, one parent will be elected by parents to serve as the Parent Council president and liaison between the Parent Council and Board of Directors
- CATCH will continue to hold one Parent Council meeting per month. Parent volunteers will be notified of events by the Parent Council President
- CATCH will consult with parents regarding student progress, educational programs, parent workshops, and school events
- Communication with parents will be maintained through consistent, ongoing teacher communication, quarterly parent-teacher conferences, and graded, student report cards. Utilize technology in communication between school, teachers, parents, and students, when possible
- Weekly and/or monthly progress reports will be issued. In the event parents do not speak English, CATCH, to the best of its ability, will provide interpretation and/or printed materials in the native language of the family

**Faculty Involvement**

CATCH faculty meets weekly, collaborating throughout the school year, discussing ways to improve student achievement and best manage school operations. Teachers often develop recommendations for Board action. In addition to the Executive Director and Principal of Instruction and Curriculum, teachers are encouraged and welcomed to attend Board meetings, with the purpose of delivering special reports and making recommendations to the Board of Directors.

**Community Involvement**

CATCH embraces programs we have developed in order to involve the community. We promote our programs – and community involvement – through activities such as letters, memorandums of understanding, visits and outreach to community representatives, government officials, businesses, government organizations, universities, community organizations, and agencies and social-service centers. Members of the community are also encouraged and welcomed to attend Board meetings.

**Grievance Procedure for Parents and Students**

Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter
School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

**LAUSD Charter Policy**

CATCH will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

**Responding to Inquiries**

CATCH and/or its nonprofit corporation shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. CATCH and/or its nonprofit corporation acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

**Notifications**

Notification is to be made to the Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by CATCH.

**Amendments**

Per Ed Code 47607, a material revision of the provisions of a charter petition may be made only with the approval of the authority that granted the charter. Material revisions and amendments will be made pursuant to the standards, criteria, and timelines in California Education Code section 47605.
ELEMENT 5: EMPLOYEE QUALIFICATIONS
CATCH believes that all persons are entitled to equal employment opportunity. CATCH shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. CATCH will adhere to California laws, including fingerprinting, drug testing, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. All employees must furnish or be able to provide the following:

- Medical clearance including proof of medical exam and tuberculosis (TB) testing
- Fingerprinting for a criminal record check
- Documents establishing legal status
- Applicants will be required to provide a full disclosure statement regarding prior criminal record.

Prior to the first day of work, CATCH will require a criminal record summary on file as described in Education Code section 44237. No employee will be permitted to begin work until that employee has been cleared by the Department of Justice.

CATCH will follow all applicable California State Education Code provisions set forth in EC§44340 and EC§44341.

Employees' job duties, work responsibilities, and work basis will be negotiated and made clear in individual contracts. Job descriptions have been developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff.

**Administrative Staff**
The administrative staff at CATCH will include the Executive Director, Financial and Operations Administrator, Principal of Instruction and Curriculum, College and Career Counselor and Special Education Coordinator. All of these positions are identified on the organizational chart provided in Element 4. Selection of the administrative staff will be based on proven experience in educational leadership, educational vision for, and experience with, low-income and/or minority children and their families; demonstrated ability in program design and/or development; entrepreneurial experience and acumen; and interest and commitment to educational reform.
**Teaching Staff**
Teachers will be selected on an application and interview basis, by the Executive Director, Financial and Operations Administrator, and the Principal of Instruction and Curriculum. Selection of teachers will be based on their teaching certification; teaching experience; the degree and depth of subject matter expertise they possess; and their ability to demonstrate classroom instructional capabilities. The school’s plan to retain highly qualified teachers is to provide a stimulating and rewarding work environment with competitive salaries and benefits. We at CATCH greatly appreciate our teachers, the many hours they put into their work, and the unequivocal dedication they continue to give to a challenging and uniquely inspiring student body. We treat our teachers professionally, with utmost respect; and we are always there to provide them with any support they need. CATCH’s administrative staff regularly meets with our teachers to keep lines of communication open and to discern whether changes need to be made in order to meet teachers’ needs.

**No Child Left Behind**
CATCH teachers will meet the requirements for employment as stipulated by the California Education Code section 47605(l) and the applicable provisions of No Child Left Behind. Primarily, teachers of core, college-preparatory subjects (e.g. English, mathematics, science, history, foreign languages, drama, play production, dance, and photography) and special education must hold a Commission-on-Teacher-Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. Additionally, teachers of non-core, non-college prep classes must also hold a Commission-on-Teacher-Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. These courses are taught by teachers holding a credential in a core subject. CATCH teachers selected to insure that the needs of English learners are met will have CLAD, BCLAD certification; and all our teachers will be trained in the effective use of sheltered-English. All submitted teacher documents will be maintained on file at CATCH and will be subject to periodic inspection by LAUSD. The Financial and Operations Administrator will be responsible for monitoring teacher and administrator credentials.

**Classified Staff**
Classified staff includes office personnel, support staff, and instructional assistants with bachelor’s degrees in relevant subjects. The administrative staff, on an application and interview basis, will select classified staff. Selection will be based on the ability to perform the job duties for that position. Classified duties will include, but not be limited to:

- Answering telephones
- Filing reports
- Enrolling students
- Managing/monitoring office operations
• Ordering and purchasing office and classroom supplies and managing vendors
• Developing and implementing efficient clerical and administrative procedures for daily school operations
• Assisting teachers and students in the classroom
• Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned
• Having Bilingual translation skills and the ability to communicate fluently in both English and Spanish, with students, and with parents and the community

Responsibilities and Qualifications of Staff
The Executive Director serves as a liaison between the Board of Directors, the District, the administrative team and the community. The Executive Director is responsible for working closely with the Financial and Operations Administrator and Principal of Instruction and Curriculum to carry out the vision and mission of the school. Qualifications for Executive Director include:

• Comprehensive knowledge of the management and operations of a public school, and about current developments in education
• A minimum of five years of experience overseeing and managing a public school of at least 300 students and 25 staff members
• At minimum, a bachelor’s degree

Qualifications for Certificated Teachers include:
• Meets and instructs those classes and pupils assigned in the location and at the time designated.
• Develops and maintains a classroom environment conducive to effective learning within the limits of the resources provided by the District.
• Prepares for classes assigned and shows written evidence of preparation if requested a reasonable time in advance by the immediate supervisor.
• Assists pupils and administrators to set, establish, and maintain acceptable school and classroom behavior and standards.
• Applies a wide variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided, applicable to individuals or groups of pupils of varying capabilities identified by valid analysis.
• Integrates arts and technology into curriculum and will be expected to participate in weekly Professional Development sessions to augment these skills.
• Incorporates SDAIE strategies into lessons to meet the needs of English Language Learners, and holds CLAD and BCLAD certifications.
• Takes necessary and reasonable precautions to protect pupils, equipment, materials, and school plant.
• Utilizes scheduled conference-preparation periods for on-site instructional support activities including evaluation of pupils and supporting record keeping, home-school communications regarding pupil progress and the instructional programs,
intra staff coordination of education programs, lesson preparation, individual pupil-teacher counseling when appropriate, and when requested by the Director or designee, duties occasioned by exigency.

- Provide for continuous evaluation of pupil progress consistent with teacher, school and District established instructional objectives, goals, and policy.
- Maintains accurate and correct records as required by law, District Policy and Administration.
- Comply with all Special Ed mandates and policies and implement individualized accommodations/modifications as outlined in student IEP’s.
- Works to establish and maintain open lines of communication with students and their parents.
- Makes himself/herself available for educational services when required or when requested by the Director or designee.
- Provides professional input by attending and participating in called meetings.
- Cooperates with other members of the staff in planning the instructional objectives and goals for the pupils.
- Communicates the academic and behavioral progress of all assigned students to parents.
- Assists in the selection of books, equipment, and other instructional materials within the school or department.
- Commits at least two hours a week to subject-specific tutoring (either before school, after school, or during lunch.)
- Accepts assignment of reasonable share of other duties required to be performed by certificated employees as an adjunct to their regular duties. (e.g. Lunch Supervision)
- During conference period, covers classes of other teachers as assigned by the Director.
- Performs other job related duties as required to assure the safety, health, and security of students and employees.
- Makes copies during designated times only – before school, and after school and never during the school day, and never by a student.
- Establish and maintain good relations with LAUSD personnel, students, and the general community.
- Comply with policies and procedures required due to location on LAUSD property.
- Performs other duties as assigned.

The Financial and Operations Administrator serves as the school’s financial manager. The Financial and Operations Administrator is responsible for presenting and reporting accurate and timely school financial information, setting up and handling accounts, and
working with the Executive Director to assist in carrying out the vision and mission of the school. Qualifications for the Financial and Operations Administrator include:

- Comprehensive knowledge of financial management and operations of a public school
- Training and knowledge of Generally Accepted Accounting Principles (GAAP)
- A minimum of five years of experience overseeing and managing the fiscal operations of a public school of at least 300 students and 25 staff
- At minimum, a bachelor’s degree

The Principal of Instruction and Curriculum serves as the instructional leader of the school. The Principal of Instruction and Curriculum is responsible for meeting the school’s annual measurable goals and teacher professional development; and analyzing student achievement data to inform curriculum and instruction. Qualifications for the Principal of Instruction and Curriculum include:

- A minimum of two years of educational administrative experience, preferably as a principal or vice/assistant principal of an urban high school.
- A minimum of three years of teaching experience
- Hold, at minimum, a master’s degree or its equivalent
- Hold a California Administrative Credential

The College and Career Counselor serves as a college/career resource for the school. The Academic and Career Counselor is responsible for administering all aspects of the college search process including assisting incoming high school students with selection of appropriate schools, entrance applications, scheduling standardized testing, providing information on academic and vocational programs, and advising students with their class schedules. The Academic and Career Counselor is also responsible for providing social/emotional counseling on scheduled and as needed basis. Qualifications for the Academic and Career Counselor include:

- Knowledge of colleges, academic programs, and admission policies and procedures
- Experience working with low-income and/or minority students and their families
- Hold, at minimum, a bachelor’s degree
- Hold a California Pupil Services Credential

The Special Education Coordinator serves as the Special Education administrator of the school. The Special Education Coordinator is responsible for ensuring that the school adheres to the provisions of the Individuals with Disabilities Education Act (IDEA), state special-education laws and regulations, and to all terms and conditions of the Chanda Smith Modified Consent Decree (“MCD”). Qualifications for the Special Education Coordinator include:
• Knowledge of Special Educational legal requirements, practices, and procedures
• Experience working with low-income and/or minority students and their families
• Hold, at minimum, a bachelor’s degree or its equivalent
• Hold a California Special-Education-Services Credential

Employees serving as a High School Teacher will be responsible for planning and implementing a rigorous standards-based instructional program with differentiated learning activities to help ensure that all students meet state standards. Other duties of a teacher will include providing students regular feedback on their work and maintaining communication with students’ parents. Qualifications for a High School Teacher include:

• Hold a Single Subject California Teaching Credential (Preliminary/Clear) in subject matter being taught
• Knowledge of state and district curriculum requirements, current applicable laws, regulations, codes, policies and procedures
• Experience working with low-income and/or minority students and their families

Employees serving as an Office Clerk/Assistant will provide administrative clerical support to the operations of the school. Qualifications for Office Clerk/Assistant include:

• Hold, at minimum, a high school diploma
• Experience working with low-income and/or minority students and families
• Knowledge of office practices, procedures, and use of equipment
• Ability to read, apply, and explain rules, regulations, policies and procedures of school

Employees serving as a Teacher Assistant will provide instructional support and assistance to teachers and other certificated staff. Teacher assistants may also assist with instructional materials, audio-visual equipment, and the maintenance of student records. Qualifications for a Teacher Assistant include:

• Hold an Associate of Arts (AA) degree or higher from a recognized college or university
• Experience working with low-income and/or minority students and families
• Understanding of the physical, intellectual, social, and emotional growth patterns of students

Evaluations
Evaluations will be performed annually. Performance measures will be used to evaluate all school personnel.

The Board of Directors will evaluate the Executive Director and Financial and Operations Administrator on:
• The success of CATCH’s academic program and the achievement of our educational goals
• Maintaining a fiscally sound charter school including a balanced budget
• High parental and community involvement
• Completion of required job duties
• Creation of a school atmosphere of enthusiasm, warmth, acceptance, and cooperation among all parties

The Executive Director will evaluate the Principal of Instruction and Curriculum – and other administrative staff on:

• Completion of required job duties
• The success of CATCH’s academic program and the achievement of our established educational goals
• High parental and community involvement
• Professionalism
• Punctuality and attendance

The Principal of Instruction and Curriculum will evaluate the teaching staff on:

• Student achievement
• Effectiveness of teaching strategies
• Meeting the needs of students with special needs
• Classroom management and organization
• Professional development
• Performance of job duties
• Knowledge of curriculum
• Punctuality and attendance

Other administrative staff and classified staff will be evaluated by the Executive Director or an administrative designee, based on completion of assigned job duties and regular, punctual attendance.

If an evaluation reveals poor job performance, a conference will be scheduled between the staff member and the administrative staff to develop a written action plan detailing recommendations for improvement. The action plan will outline an implementation plan for support services, specific responsibilities and expectations, timelines, and consequences for failure to meet the expectations. If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in Due Process and the Grievance Procedure outlined in Element 9.
ELEMENT 6: HEALTH AND SAFETY
Element 6: Health and Safety

Policies
CATCH will adopt and implement a comprehensive set of health, safety, and risk management policies to be reviewed regularly with the staff, students, parents, and Board of Directors. These policies have been developed in consultation with LAUSD co-location administrative staff, CATCH staff, students, parents, and the Board of Directors. These policies were also developed in consultation with the school’s insurance carriers and at a minimum will ensure the following:

- CATCH will require immunization of students as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.
- CATCH will require its employees to be examined for tuberculosis in the manner described in Education Code section 49406.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate first responder training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections will be undertaken, as necessary to ensure such safety standards met.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- CATCH will require each employee of the school to submit a criminal background check and furnish a criminal record summary as required by California Education Code section 44237 prior to initiating employment with CATCH.
- CATCH will provide for the screening of its students for vision, hearing, and scoliosis to the same extent as would be required if the students were attending a non-charter public school.

Child Abuse Statement
If any CATCH employee, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom . . . [the employee] knows or reasonably suspects has been the victim of child abuse or neglect, he or she shall report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible by telephone. Thereafter, the employee must prepare
and send a written report within 36 hours of receiving the information concerning the incident to the child protective agency. (Penal Code Section 11166)

**Illegal Drugs**
CATCH shall adhere to the Title IV of the Safe and Drug-Free Schools and Communities Act.

**Prescription Medications**
Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerate as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and establish a tickler system to ensure that medications are dispensed at the appropriate times.

In cases where medications are long-term prescriptions, designated staff provides parents with one week’s notice to alert them that additional medications are needed.

**Insurance Requirements**
No coverage shall be provided to the Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. The Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect the Charter School from claims, which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be the Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverage and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.

**Evidence of Insurance**

CATCH shall furnish to the District’s Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by
authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“\textit{The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.}”

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should CATCH deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the Charter School.

\textbf{Hold Harmless/Indemnification Provision} 
To the fullest extent permitted by law, CATCH does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. CATCH further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by CATCH, and their officers, directors, employees or volunteers. Moreover, CATCH agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

CATCH will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. CATCH will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

\textbf{FERPA} 
CATCH, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.
**Criminal Background Checks and Fingerprinting**

CATCH shall require all employees of CATCH, and all volunteers who will be performing services that are not under the direct supervision of a CATCH employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. CATCH will maintain on file and available for inspection evidence that CATCH has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. CATCH shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

**Asbestos Management**

The charter school will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.
ELEMENT 7:
MEANS TO
ACHIEVE RACIAL
AND ETHNIC BALANCE
Element 7: Means to Achieve Racial and Ethnic Balance

Court-ordered Integration
The Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 60:40 ratio. *(Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)).* The written plan should list specific dates, locations and recruitment activities to achieve the District’s Racial and Ethnic Balance goal.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding.

No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students
The District and CATCH are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). CATCH agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending CATCH shall have the right to continue attending CATCH until the highest grade level of the charter. However, the obligation of the District to provide transportation for an NCLB-PSC student to CATCH shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

CATCH will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at CATCH. CATCH will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at CATCH.
Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at CATCH under the NCLB-PSC program increases in subsequent years, CATCH agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

**Federal Compliance**

As a recipient of federal funds, including federal Title I, Part A funds, CATCH has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. CATCH understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. CATCH agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I school wide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable; and
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
CATCH also understands that as part of its oversight, the District may conduct program review of federal and state compliance issues.

**Outreach Efforts**

CATCH is located in an area of south-central Los Angeles where it will draw students from various ethnic and socio-economic backgrounds. Specifically, CATCH is located in the heart of the Leimert Park community, a predominantly African American community. The CATCH student population reflects the demographics of the community in which it resides in.

**Table 41: Enrollment and Neighborhood Demographic data for CATCH and Comparison District Schools**

<table>
<thead>
<tr>
<th>School</th>
<th>African Americans Enrolled</th>
<th>African Americans in Immediate Neighborhood</th>
<th>Latinos Enrolled</th>
<th>Latinos in Immediate Neighborhood</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATCH High</td>
<td>87.3 %</td>
<td>79.6 %</td>
<td>7.4 %</td>
<td>11.4 %</td>
</tr>
<tr>
<td>Crenshaw High</td>
<td>68.5 %</td>
<td>71.3 %</td>
<td>29 %</td>
<td>17.3 %</td>
</tr>
<tr>
<td>Dorsey High</td>
<td>53.8 %</td>
<td>56.2 %</td>
<td>49 %</td>
<td>37.6 %</td>
</tr>
<tr>
<td>Washington High</td>
<td>51.8 %</td>
<td>57.5 %</td>
<td>43.2 %</td>
<td>39.3 %</td>
</tr>
<tr>
<td>Manual Arts High</td>
<td>17.8 %</td>
<td>38.8 %</td>
<td>78.5 %</td>
<td>60.5 %</td>
</tr>
</tbody>
</table>

*Source: Enrollment data provided by the California Department of Education. Neighborhood demographics provided by the Los Angeles Times’ Data Desk.

CATCH’s goal is not only to meet the needs of our immediate community, but to reflect CATCH’s Resident Schools Median (52% African American and 47% Latino). Our Resident Schools reside in neighborhoods with higher concentrations of Latinos (see table). The following is a list of strategies we use to reach out to the surrounding neighborhoods to better reflect CATCH’s Resident Schools Median demographic data and attract English Language Learners:

1. Advertisement to local media such as radio stations and Spanish language newspapers: Radio stations include 105.5 KBUE, 97.9 KLAX, and 107.1 KSSE. Spanish language newspapers include La Opinion, El Aviso, and El Clasificad.
2. Distribute CATCH promotional and informational material (i.e. school brochures, flyers, and newsletters) to public entities that include libraries, local supermarkets, and community organizations. All materials are also available in Spanish.
3. Organize and facilitate outreach meetings at Spanish speaking churches in our immediate community and those residing near resident schools.
4. Invite the surrounding communities to our High School Fair held during the summer by distributing CATCH promotional and informational material to public entities. All materials are also available in Spanish.
5. Conduct orientation sessions during the eight months prior to the school’s opening each year. Orientation sessions will be advertised by flyers printed in English and Spanish, and distributed throughout the Leimert Park and surrounding communities.

CATCH believes that recruiting students of all racial and ethnic groups to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of LAUSD will be done naturally because of the location of the school. This natural mix of students from various socio-economic backgrounds will lead to improved student achievement.

CATCH will conduct orientation sessions during the eight months prior to school opening each year. Orientation sessions will be advertised by flyers printed in English/Spanish and distributed throughout the Crenshaw and Leimert Park community including local businesses and community organizations, youth organizations, social service providers, faith based organizations, grocery stores, public libraries, overcrowded elementary and middle school campuses, and school bus stops where students are sent out of the community. Orientation sessions will be held in different venues throughout the community.

Open houses and school tours will also be offered on a regularly scheduled basis. The process of community revitalization that the Crenshaw District is experiencing has served to develop several mediums through which community residents are informed of and engaged in development projects. CATCH will be promoted through these mediums including, but not limited to, the CATCH website (www.catchcharter.org), Radio Free 102.3 KJLH and 105.5 KBUE Radio (local radio stations), Los Angeles Sentinel and Southwest Wave (community newspapers), and community outreach meetings. Informational materials (school brochures, magazines, newsletters and flyers) will be disbursed to community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators. Informational materials will be made available in Spanish and other languages as necessary.
ELEMENT 8:
ADMISSION REQUIREMENTS
Element 8: Admission Requirements

CATCH will be open to all students residing in California that wish to attend the school, as outlined in Education Code 47605 (d)(2)(A). CATCH shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Admission to CATCH will not be determined according to the place of residence of the student, or of the student's parent, within California.

Affirmations
- CATCH will be nonsectarian in its programs, admission policies, employment practices, and all other operations.
- CATCH will not charge tuition.
- CATCH will not require any pupil to attend the charter school.
- CATCH will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements and are not more than 22 years of age.

Should the number of pupils who wish to attend CATCH exceed the enrollment limit, a public, random lottery will take place to determine the school enrollment in accordance to Education Code Section 47605(d)(2)(B). Students currently attending the school and siblings who wish to enroll will automatically be admitted. Priority preference will be given to LAUSD students. The school will designate a deadline and all interested students will be considered for the public random drawing. Public notice will be posted regarding the date and time of the public drawing. The school will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery at least two weeks prior to the lottery date. The date, time, and place of the lottery will be posted on the school website, on the lottery application, on the lottery application receipt and given orally to those who attend “Information Nights” at CATCH. The school will choose a date and time for the lottery (preferably on the weekend or after 6 pm on a weekday) so that most interested parties will be able to attend. The lottery will be held on the CATCH campus.

If more students apply than can be accommodated, a waiting list will be developed from the list of students that do not receive admission and will be considered should a vacancy occur during the year. Students on the waiting list will be notified by mail and by phone if space becomes available and they will have two weeks to return the enrollment forms. If the enrollment forms are not returned within two weeks, then admission for that student is forfeited, and an admission notice will be mailed to the next student on the waiting list. CATCH will maintain auditable records of the above activities. Records of each application will be kept on file in the main office and, after the lottery has been held, a record of the students selected for admission via the lottery, and the order in which they
were selected, will be kept in the main office as well as the wait list. A list of the application numbers, in order of selection, will be posted on the website as well as the student application numbers, in order of selection in the lottery, of students on the wait list. Each applicant will be notified by US Mail if they were selected in the lottery or if they were placed on the wait list and if so, their number on the wait list. As students’ parents/guardians are called from the wait list, the front office personnel will make a notation of the date and time of the call, if a contact was reached or a message left, and whether the student accepted or declined to be enrolled.

Lottery Timeline

The school will determine its open enrollment and lottery dates every year before school starts. In accordance with the previous years, the dates will continue to be:

- Advertisements about the CATCH informational meetings will be placed in local English and Spanish language newspapers in the late summer.
- Informational meetings for interested families held in September, October, November and January.
- Applications will be available on the school website and at the school on or before October 1 and will be accepted within 3 weeks before the scheduled date for the lottery.
- Lottery will be held at the end of February for 9th graders and end of May for grades 10-12 at CATCH based on the number of openings then determined by each grade level.
  - The lottery will be conducted as follows:
    - Student applicant names will be assigned a number and put on a card that is equal in size and shape.
    - Cards will be placed in a barrel that will evenly mix up all cards.
    - Cards will be drawn, at random, from the barrel and all relevant student information and the order of selection will be recorded.
    - The waiting list will be assigned in the order selected.
- Letters to students admitted from the lottery are sent within two weeks of the lottery.
- In the event more vacancies exist, students will be notified by mail from the waiting list to fill such vacancies.

CATCH will invite LAUSD representatives and respected members of the community as official observers of the lottery to verify lottery procedures are fairly executed.

Confidentiality of Records

CATCH will adhere to all procedures related to confidentiality and privacy of records. In the event that a student enters CATCH upon transfer from an existing district school, the student's records (i.e., STUDENT CATCH-PLAN, cumulative, bilingual) will be requested from the respective district. Upon terminating enrollment at CATCH, the
student's records will be provided to the student’s new school or new school district upon request.

**Transportation**
Transportation is the parental responsibility for families who choose to attend CATCH. CATCH will not provide transportation for students from home to school or school to home, except as may be legally required. For extracurricular activities, such as field trips, C.A.T.C.H will utilize District transportation services, if said services are available. CATCH agrees to enter into a memorandum of understanding with the District regarding use of District transportation services. CATCH also will consider District approved contractor to provide this service.

CATCH agrees to adhere to the Family Educational Rights and Privacy Act (FERPA) and all other applicable state and federal laws governing the privacy and confidentiality of pupil records. In order to release any student information, CATCH must have written permission from the parent or eligible student. However, CATCH will disclose those records, without consent, to school officials, state and local authorities under the conditions listed in FERPA Act (34 CFR § 99.31).

**McKinney-Vento Homeless Assistance Act**
CATCH will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

CATCH will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student's IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.
ELEMENT 9:
ANNUAL FINANCIAL AUDITS
Element 9: Annual Financial Audits

**Plans and Systems**
Each fiscal year CATCH will select an independent auditor certified by the State of California who will conduct an audit of the financial affairs of CATCH to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and review the school's internal controls. CATCH will retain auditors to conduct independent financial audits, which will employ generally accepted auditing principles and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Controller General of the United States. All auditors will report directly to the CATCH Board of Directors.

To the extent required under applicable federal laws for audits of the major federal programs, the audit scope will expand to be in compliance with the requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133, audits of states, local governments, and nonprofit organizations. Should OMB Circular A-133 be rescinded, audits of the major federal programs will be conducted in compliance with standards and provisions approved by OMB. The financial audits will be conducted by a qualified Certified Public Accountant familiar with school finances and operations. The audits will assure that the school’s finances are being handled responsibly and that financial statements conform to the Government Auditing Standards. Audit exceptions and deficiencies will be resolved in conference with the auditor to the satisfaction of the auditing agency prior to the completion of the auditor’s final report. Audit exceptions and deficiencies will be resolved to the satisfaction of LAUSD. CATCH will provide LAUSD with the final audit results.

CATCH agrees to submit to LAUSD the necessary financial reports required by Education Code section 47604.33 in accordance with the requirements set forth therein. The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD each year:

a. Final Budget – Spring prior to operating fiscal year
b. First Interim Projections – November of operating fiscal year
c. Second Interim Projections – February of operating fiscal year
d. Unaudited Actuals – July following the end of the fiscal year
e. Audited Actuals – December 15 following the end of the fiscal year
f. Classification Report – monthly according to school’s Calendar
g. Statistical Report – monthly according to school’s Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
h. Instructional Calendar – annually five weeks prior to first day of instruction
i. Other reports as requested by the District

The financial statements audited by the public accountant will be submitted to LAUSD within four months following the close of the fiscal year.

CATCH shall promptly respond to all reasonable inquiries from LAUSD, including but not limited to inquiries regarding financial records, and shall consult with LAUSD regarding any inquiries.

CATCH is responsible for obtaining an auditor to conduct a financial audit in accordance with the auditing standards generally accepted in the United States of America and those set forth in Government Auditing Standards. C.A.T.C.H. has contracted LACOE for payroll purposes.

**District Oversight Costs**

The District may charge for the actual costs of supervisory oversight of CATCH not to exceed 1% of CATCH’s revenue, or the District may charge for the actual costs of supervisory oversight of CATCH not to exceed 3% if CATCH is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

**Balance Reserves**

Additionally, CATCH will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations.

**Special Education Revenue Adjustment/Payment for Services**

In the event that CATCH owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from CATCH, CATCH authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. CATCH further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to CATCH. Should this revenue stream be insufficient in any fiscal year to cover any such costs, CATCH agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Audit and Inspection of Records**

CATCH agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- CATCH is subject to District oversight.
• The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitor the fiscal condition of the Charter School.
• The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

• Compliance with terms and conditions prescribed in the Charter agreement,
• Internal controls, both financial and operational in nature,
• The accuracy, recording and/or reporting of the Charter School’s financial information,
• The Charter School’s debt structure,
• Governance policies, procedures and history,
• The recording and reporting of attendance data,
• The Charter School’s enrollment process,
• Compliance with safety plans and procedures, and
• Compliance with applicable grant requirements

CATCH shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30-day notice to Charter School. When 30-day notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hour notice.

CATCH will develop and maintain internal fiscal control policies governing all financial activities.
ELEMENT 10: SUSPENSIONS AND EXPULSIONS
Element 10: Suspensions and Expulsions

Since expulsion and suspensions can have an extremely significant impact on both the student and the school, CATCH adheres to the strictest guidelines in keeping with California state educational law and Los Angeles Unified School District expectations.

CATCH’s school wide discipline plan and procedures clearly describes progressive discipline measures, grounds for suspension and expulsion; minimum/maximum number of consecutive days of suspension, notification process to parents of suspension and expulsion, reasons for suspension and expulsion, the appeal process, length of suspension, and provision for student's education while suspended.

The Suspension Policy (Element 10) clearly describes discipline expectations, and it will be printed and distributed as part of the Student & Parent Information Packet, available in both English and Spanish, which is sent to each student at the beginning of the school year.

CATCH shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities. Intervention strategies will include:

- A comprehensive review of CATCH’s Student-Parent Agreement Compact
- One-on-one counseling with academic counselor
- Meetings between student, parent/guardian, teachers to discuss behavior modifications
- Development of a Behavior Plan

Outcome Data
CATCH shall maintain data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans
Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.
Reinstatement
The Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner. The Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the Charter School’s governing board shall readmit the pupil; unless the Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

Special Education Students
In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, CATCH will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and CATCH, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, CATCH’s administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student’s disability? B) Was the misconduct a direct result of the CATCH’s failure to implement 504?

Gun Free Schools Act
CATCH shall comply with the federal Gun Free Schools Act.

Grounds for Suspension and Expulsion
CATCH’s rules and procedures for suspension and expulsion are intended to be consistent with state and federal laws, and to afford student due process rights. The decision to recommend suspension or expulsion of a student will be at the discretion of the Executive Director. A student may be suspended or expelled for any of the acts enumerated in the following section (“Reasons for Suspension” and “Reasons for Expulsion”) and that are related to school activity or school attendance that occur at any time, including, but not limited to, any of the following:

- While on school grounds
- While going to or coming from school
- During the lunch period whether on or off the campus
- During, or while going to or coming from, a school-sponsored activity
Reasons for Suspension

As specified in the Education Code §48900 et seq., and any other applicable sections, a pupil shall not be suspended from school or recommended for expulsion unless the Executive Director or Board of Directors of the school in which the pupil is enrolled determine that the pupil has:

- (1) Caused, attempted to cause, or threatened to cause physical injury to another person
- (2) Willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property
- Stolen or attempted to steal school property or private property
- Possessed or used tobacco, or any products containing tobacco or nicotine products including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia as defined in § 11014.5 of the Health and Safety Code
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- Knowingly received stolen school property or private property
- Possessed an imitation firearm
- Committed or attempted to commit a sexual assault or sexual battery
• Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both
• Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
• Engaged in, or attempted to engage in hazing as defined in §32050
• Engaged in an act of bullying, including but not limited to, bullying committed by means of an electronic act directed specifically towards a pupil or school personnel
• Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only)
• Committed sexual harassment (grades 4-12) as per §48900.2
• Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4-12) as per §48900.3.
• Made terrorist threats against school officials, school property, or both as per §48900.7

Process for Suspension and/or Expulsion
1. **Informal Conference** – Suspension will be preceded by an informal conference conducted by the Executive Director with the student and the student’s parent. At this conference, the student shall be informed of the reason for the disciplinary action, and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. The conference may be omitted if the administrative staff determines that an emergency situation exists. An emergency situation involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without conference, the parent will be notified of the suspension and a conference will be requested by the Executive Director or an Administrative designee as soon thereafter as reasonably possible.

2. **Notice to Parents/Guardians** – At the time of suspension, a member of the administrative staff will make contact with the parent by telephone or in person to be followed up with a written notification. This notice will state the specific offense committed by the student. In addition, the notice will also state the date and time the student may return to school. If the school officials wish to ask the parent to confer regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to the request either in person, by telephone, or in writing without delay and violations of school rules can result in expulsion from the school.

3. **Length of Suspension** – The length of suspension for students may not exceed a period of five (5) consecutive school days unless an administrative
recommendation has been made and agreed to by the student's parent. If a student is recommended for a period of suspension exceeding five (5) consecutive school days, a second conference will be scheduled with the parent to discuss the progress of the suspension upon the completion of the fifth day of suspension. The total number of days for which a student may be suspended shall not exceed twenty (20) school days in any school year unless the student transfers in from another school and already has a suspension record for the year. In that case, the total number of school days may be increased by ten (10) days for a total of thirty (30) suspension days in that school year. CATCH will make arrangements to provide the student with classroom materials and current assignments to be completed by the student at home during the suspension.

4. **Recommendations for Expulsion** – Students will be recommended for expulsion if the Executive Director finds that at least one of the following findings may be substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

5. **Expulsion Hearing** – The decision to recommend expulsion of a student will be at the discretion of the Executive Director. Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within a period of thirty (30) days from when the Executive Director determines that grounds for expulsion exist. If requested, the hearing may be presided over by the Board of Directors or a committee appointed by the Board of Directors. The committee will consist of at least three members who are certificated and neither a teacher of the pupil or a Council member of CATCH’s Board of Directors. The committee may recommend expulsion of any student found to have committed an expellable offense. Written notice of the hearing will be mailed to the student and the student's parent at least ten (10) calendar days before the date of the hearing. This notice will include:

- The date, time, and place of the hearing
- A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based
- A copy of CATCH disciplinary rules that relate to the alleged violation
- Notice of the opportunity for the student or the student's parent or guardian to appear in person at the hearing or to be represented by legal counsel or by a non-attorney adviser,
- The right to inspect and obtain copies of all documents to be used at the hearing,
• The Opportunity to confront and question all witnesses who testify at the hearing,
• The Opportunity to question all other evidence presented, and to present oral and documentary evidence on the pupil’s behalf, including witnesses.

6. **Appeal of Suspension or Expulsion** – The Student’s Parents/guardians may appeal the suspensions and expulsion decision to the Board of Directors by submitting a written request to the Board within five (5) schools days of the Expulsion Order. Unless impractical under the circumstances, within ten (10) school days of receiving the written request for appeal, the Board shall consider an act on the appeal within fifteen (15) school days or thirty (30) calendar days, whichever first occurs. The student will be considered suspended until the Board meeting is convened to consider the appeal. A fair and impartial panel of Administrators from other public charter schools with diverse educational experiences will hear the appeal. Administrators on the panel shall not have previously been involved with the student’s suspension or expulsion, including having been involved when the conduct at issue initially occurred. The decision of the panel of representatives will be final. In the event of a decision to expel a student from CATCH, the school will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior will be communicated to the district/school to which the student matriculates.

7. **Written Notice to Expel**- Written notice to expel a student will be sent by the Executive Director or administrative designee following a decision by the Board of Directors or committee to the parent of any student who is expelled. This notice will include the following: (1) The specific offense committed by the student for any of the acts listed in "Reasons for Suspension and/or Expulsion." (2) Notice of the student or parent's obligation to inform any new district in which the student seeks to enroll of the student's status with CATCH.

8. **Notice to District of Last Known Address** – If a pupil is expelled or leaves CATCH without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of
physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

CATCH’s administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Principal’s office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

**Due Process**

CATCH shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

CATCH shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

CATCH shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process.

CATCH will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. CATCH will also ensure staff is knowledgeable about and complies with the District’s Discipline Foundation Policy. If the student receives or is eligible for special education, CATCH shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

If a student is expelled from CATCH, CATCH shall forward student records upon request of the receiving school district in a timely fashion. CATCH shall also submit an expulsion packet to the Charter Schools Division immediately or as soon as practically possible, containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
• documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that the Charter School’s policies and procedures were followed
• student’s current educational placement
• copy of parental notice expulsion
• copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process and options for enrollment; and
• If the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly and substantially related to the student’s disability; B) Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

**Reasons for Suspension**
List of Offenses for which a Student is Liable to be suspended:

**Discretionary:**
• Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense, or damage to school property or private property.
• Unlawfully offered, arranged, or negotiated to sell any controlled, alcoholic beverage, or intoxicant or otherwise furnished to any person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant.
• Caused or attempted to cause damage to school property or private property
• Continuous disruption of learning environment.
• Repeated Suspensions and/or an accumulate record of misconduct.

**Non Discretionary**
• Possessing, selling, or otherwise furnishing any firearm, knife, or explosive of no reasonable use to the student.
• Stolen or attempted to steal school property or private property
• Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
• Repeatedly committed or attempted to commit a sexual assault or sexual battery
• Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
• Repeated committing or attempting to commit sexual assault.

Reasons for Expulsion: As defined by ED CODE 48915 (c)

Must recommend Expulsion (Mandatory)
Per Education Code (EC) 48915 (c)
Act must be committed at school or at any other school or a sponsored event, occurring at anytime:
1. Fire arm
   1. Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or executive director.
   2. Furnishing a firearm or selling
2. Brandishing a knife at another person.
3. Attempting to or committing a sexual assault as defined in subdivision (n) of EC 48900, or committed a sexual battery as defined in Penal Code 243.4.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of EC 48900 or committing sexual battery as defined in subdivision (n) of 48900.
5. Possession of an explosive.

Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (Expulsion Expected)

EC Section 48915 (a) states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance.
1. Causing serious physical injury to another person, except in self-defense. EC Section 48915 (a)(1)
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object of no reasonable use to the pupil EC Section 48915 (a) (2).
3. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
4. Committed or attempted to commit robbery or extortion.
5. Committed or attempted to commit a sexual assault or committing a sexual battery or threat of, on a school employee.

The recommendation for expulsion shall be based on one or both of the following:
1. Other means of correction are not feasible or have repeatedly failed to bring
about proper conduct.

2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

**May Recommend Expulsion (Discretionary)**

Acts committed at school or school activity or on the way to and from school and or school activity

1. Inflicted physical injury
2. Possessed dangerous objects
3. Possessed drugs or alcohol (policy determines which offense)
4. Sold look alike substance representing drugs or alcohol
5. Committed robbery/extortion
6. Caused damage to property
7. Committed theft
8. Used tobacco (policy determines which offense)
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Possessed or sold drug paraphernalia
11. Disrupted or defied school staff
12. Received stolen property
13. Possessed imitation firearm
14. Committed sexual harassment
15. Harassed, threatened or intimidated a student witness
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Committed hazing
18. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

The recommendation for expulsion shall be based on one or both of the following:

1. Other means of correction are not feasible or repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others (per Section 48915 (b)).
ELEMENT 11: EMPLOYEE RIGHTS AND RETIREMENT PROGRAMS
Element 11: Employee Rights and Retirement Programs

Work Basis
Employee work calendars, hours per week, and vacation time will be determined in individual employment contracts. The administrative staff will typically work a calendar year of 12 months with a standard week of approximately 40 hours. Teachers will typically work a calendar year of 10 months with a standard week of approximately 38.5 hours, including instructional hours, meetings, and professional development. Office personnel and classified staff will typically work a calendar year of 12 months with a standard week of approximately 40 hours.

Benefits
Sick days will be provided for each eligible full-time employee to the extent of 12 paid sick days per year. Employees will earn sick days at the rate of one day per month. Eligible part-time employees will be provided with a portion of the sick days that corresponds to the number of hours worked. Full-time employees will be provided with three bereavement days (five bereavement days when out-of-state travel is required) for immediate family members. Family members will be defined as members of the employee's or spouse's immediate family, which means spouse or cohabitant who is the equivalent of a spouse, parent (includes in-law, step and a grandparent of a cohabitant), child (includes son/daughter-in-law, step and foster child, and child of a cohabitant), grandchild (includes grandchild of spouse, step grandchildren, and grandchildren of cohabitant), brother, sister, or any relative living in the employee’s immediate household. Eligible employees will receive not less than 15 paid legal holidays each contracted year. Mandatory benefits such as workers' compensation, unemployment insurance, Medicare, and social security (for non-STRS members) will be provided by CATCH. Health benefits will also be provided to eligible full-time employees within the school’s budget and at the cost of CATCH. Employees on charter school leave from LAUSD elect to give up district-offered coverage during the term of their employment with CATCH.

Retirement-STRS
All full-time certificated employees who are eligible will participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage (currently 8.0% of salary), and CATCH will contribute the employer's portion (currently 8.25%) required by STRS. All withholdings from employees and the charter school will be forwarded to the STRS Fund as required. Employees will accumulate service credit years in the same manner as all other members of STRS. Retirement reporting for all of CATCH’s certificated and classified employees is currently being processed and administered by the Los Angeles County Office of Education (LACOE).

Retirement-PERS
All CATCH classified employees who are eligible will participate in the Public Employees Retirement System (PERS). Employees will contribute the required percentage as designated
by PERS, and CATCH will contribute the employer's portion as required by PERS. All withholdings from employees and the charter school will be forwarded to the PERS Fund as required. Employees will accumulate service credit years in the same manner as all other members of PERS. Social Security payments will be contributed for all qualifying PERS members.

**OASDI: PARS and Others**
CATCH will participate in OASDI for non-PERS/STRS eligible part-time employees. The CATCH Board of Directors retains the option to consider any other public or private retirement plans, such as the Public Agency Retirement System (PARS), and to coordinate such participation with existing programs as it deems appropriate.

CATCH assures that the school provides retirement information in a format required by LACOE.

**Code of Conduct**
Employees will be expected to engage in professional behavior with fellow employees, students, parents, administrators, Directors, LAUSD Officials, and others with whom interaction is made on behalf of or while representing CATCH. Unprofessional behavior includes unlawful harassment including, but not limited to jokes, threats, put-downs, and innuendos related to gender, sex, race, ethnicity, religion, age, disability, and sexual orientation. Employees are expected to refrain from such activity and to report alleged improprieties in accordance with state and federal laws.

**Grievance Procedure**
If an employee has a grievance, the first step in attempting to resolve the dispute is to engage in a good faith effort with the Executive Director and/or administrative staff within 10 calendar days of the event or condition giving rise to the complaint. The good faith effort will include problem identification, possible solutions, timeline for implementation, and follow-up. A written summary of the good faith effort will be included in the personnel file. If the good faith effort is unsuccessful and the complaint is not resolved within 30 calendar days of receipt by the Executive Director and/or administrative staff, the employee may submit a written complaint to the Board of Directors.

The Board of Directors will schedule an initial hearing at a mutually convenient time and place for discussion of the complaint with all parties involved, but in no event later than 35 days after receipt of the written complaint and after notification to the employee. Board members who are interested parties will excuse themselves from grievance proceedings if such members have a conflict of interest in the subject of the proceedings. For the purposes of this Code of Conduct, an "interested party" is a Director with a financial stake in the outcome of the employee grievance. A decision as established by a
majority vote of the members of the Board of Directors hearing the grievance will be rendered within ten working days after completion of the hearing.

In the event that the Board of Directors needs additional information, investigation, or hearings after the initial hearing, a subcommittee may be appointed to conduct further investigation or hearings, and the final hearing may be continued so that the final decision will be made within 10 working days following the last subcommittee hearing, or as soon thereafter as is practicable. Any additional proceedings will be completed as soon as is practical. The decision of the Board of Directors will be final. If the attempt to resolve the grievance through the hearing process is not successful, professional mediation or legal intervention may be necessary.

In addition to the grievance procedure, CATCH reserves the right to conduct any investigation of its employees based on learning about allegations or claims of harassment, discrimination or other inappropriate conduct in accordance with its Human Resources customs, policies and practices. CATCH does not and will not retaliate against any employee that makes a complaint about or who participates in an investigation of alleged harassment, discrimination or other inappropriate conduct.

**Correction Action**

If it is determined that an employee has engaged in unprofessional behavior including, but not limited to, harassment, discrimination, excessive tardiness and/or absenteeism, or non-performance of job duties, corrective action will include informal discussions and counseling. If these actions have not resolved the issue or the situation warrants moving directly to formal action, the steps of corrective action may include:

- Initial written warning
- Subsequent or additional written warning(s)
- Final written warning, which may include a suspension without pay.
- Termination

CATCH will generally proceed by following all steps, however, some problems may be so serious that early steps may be eliminated.

Verbal and written warnings regarding unsatisfactory action will become part of the employee's personnel file. Written warnings will include specific responsibilities and expectations, timelines, and consequences for failure to meet the expectations. Employees always have the right to engage in the grievance procedure at any point in the process.
ELEMENT 12: ATTENDANCE ALTERNATIVES
Element 12: Attendance Alternatives

CATCH is a school of choice. No student is required to attend, and no employee is required to work at the charter school. LAUSD students living within the attendance area of LAUSD who do not desire to attend the charter school may attend another school in LAUSD.

Pupils who choose not to attend CATCH may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.

Alternatives to CATCH for these students living within the LAUSD attendance area who opt not to attend the charter school will be the same as those offered to all other students currently residing in the district. These students may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district or county of residence.
ELEMENT 13:
RIGHTS OF DISTRICT EMPLOYEES
Element 13: Rights of District Employees

Job applicants for positions at CATCH will be considered through an open process, and if hired, will enter into a contractual agreement with the school.

Leave and return rights for union-represented employees who accept employment with the Charter School will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.

The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations. Employee contracts are year-to-year, renewable each May.

Former District employees must consult with the District to determine their eligibility for leave. Certificated leave from the District may be up to one year. Classified leave from the District may be for one year, which may be extended for up to the term of the original petition.
ELEMENT 14: MANDATORY DISPUTE RESOLUTION
Element 14: Mandatory Dispute Resolution

The staff and governing board members of CATCH agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and CATCH, except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14.

Any Dispute between the District and CATCH shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School: Crenshaw Arts/Tech Charter High (CATCH
c/o School Director: Patricia D. Smith
PO Box 561752
Los Angeles, CA 90056

To Director of Charter Schools: Director of Charter Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
ELEMENT 15:
EXCLUSIVE PUBLIC SCHOOL EMPLOYER
Element 15: Exclusive Public School Employer

CATCH is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA), and will act independently from LAUSD for bargaining purposes.

CATCH is the exclusive public employer of all employees of CATCH for collective bargaining purposes. As such, CATCH complies with all provisions of the EERA and acts independently from LAUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for professional and employment relationships. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.
ELEMENT 16: CHARTER SCHOOL CLOSURE
Revocation
The District may revoke the charter if CATCH commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of CATCH if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- CATCH committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- CATCH failed to meet or pursue any of the pupil outcomes identified in the charter.
- CATCH failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- CATCH violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify CATCH in writing of the specific violation, and give CATCH a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

LAUSD-Specific Language
Closure Action
The decision to close CATCH either by the CATCH governing board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

Closure Procedures
The procedures for charter school closure will be guided by California Education Code sections 47604.32, 47605, 47605.6, 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” apply to the charter school’s nonprofit corporation and/or governing board.
Documentation of Closure Action
The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents, guardians, or caregivers of the enrolled students of CATCH will be issued by CATCH within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.
2. The authorizing entity.
3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by CATCH by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the CSD.
4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by CATCH by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the CSD.
5. The retirement systems in which the school’s employees participate. CATCH will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. CATCH shall provide a copy of this correspondence to the CSD.
6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by CATCH by registered mail within 72 hours of the decision to Closure Action. CATCH shall provide a copy of this correspondence to the CSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements
In addition to the four required items above, notification to the CDE must also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child’s cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.
3. Information on student completion of college entrance requirements for all high school students affected by the closure

CATCH shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

**School and Student Records Retention and Transfer**

CATCH shall observe the following in the transfer and maintenance of school and student records:

1. CATCH will provide the District with original cumulative files pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.
2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. CATCH will prepare an electronic master list of all students to the Charter Schools Division. This list will include the student’s identification number, Statewide Student Identifier (SSID), birth date, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.
4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The CSD will coordinate with the Charter School for the delivery and/or pickup of the student records.

5. CATCH must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. CATCH will provide to the CSD a copy of student attendance records, teacher grade books, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.

7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

**Financial Close-Out**

After receiving notification of closure, the CDE will notify CATCH and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

CATCH shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

The financial closeout audit of the Charter School will be paid for by CATCH. A neutral, independent, licensed CPA will employ generally accepted accounting principles while conducting the closeout audit. Any liability or debt incurred by CATCH will be the responsibility of CATCH and not LAUSD. CATCH understands and acknowledges that CATCH will cover the outstanding debts or liabilities of CATCH. Any unused monies at the time of the audit will be returned to the appropriate funding source. CATCH understands and acknowledges that only unrestricted funds will be used to pay creditors.
Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which CATCH participates, and other categorical funds will be returned to the source of funds. CATCH shall ensure the completion and filing of any annual reports required. This includes:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If CATCH chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

**Disposition of Liabilities and Assets**
The closeout audit must determine the disposition of all liabilities of CATCH. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grants and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of CATCH may be transferred to the authorizing entity. If CATCH is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of CATCH, the corporation will be dissolved according to its bylaws.

a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.
b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the CATCH governing board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The CATCH governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

CATCH shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, CATCH shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

1. Fill all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
2. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
3. Make final federal tax payments (employee taxes, etc.)
4. File the final withholding tax return (Treasury Form 165).
5. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end CATCH’s right to operate as a Charter School or cause CATCH to cease operation. CATCH and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should CATCH breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
Facilities

- Proposed Charter School Location: 4120 11th Avenue, Los Angeles, CA 90008.
- Names of District school sites near proposed location: Audubon Middle School.
- Proposed Charter School to be located within the boundaries of LAUSD.

District-Owned Facilities: If CATCH is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, CATCH shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, CATCH shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

CATCH agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools that LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If CATCH will share the use of LAUSD facilities with other LAUSD user groups, CATCH agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use.** CATCH will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to CATCH.

- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to CATCH for use. CATCH, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.

(i) Pro Rata Share. LAUSD shall collect and CATCH shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments. Generally, CATCH shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

Maintenance & Operations Services. In the event LAUSD agrees to allow CATCH to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by CATCH.

(i) Co-Location. If CATCH is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and CATCH shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant. If CATCH is a sole occupant of LAUSD facilities, LAUSD shall allow CATCH, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and CATCH shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

Real Property Insurance. Prior to occupancy, CATCH shall satisfy those requirements to participate in LAUSD’s property insurance or, if CATCH is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. CATCH shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility if CATCH is co-locating or sharing the LAUSD facility with another user.

Facility status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a
conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Health & Safety**

CATCH will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools.

Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm).

**Asbestos Management**

CATCH will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired and used as a school or administrative building shall maintain an asbestos management plan.
Attachments

Bibliography


<http://www.dq.cde.ca.gov/dataquest/>.


<http://www.leginfo.ca.gov/calaw.html>.


Humanistic Approach and Techniques.  


